

Mountain Theological Seminary

Graduate Course Syllabus

Church History

CH 600

May 25-July 26, 2025

MTS

Arvada, CO 80004

This is a 9-week accelerated course.

Professor G. Steve Kinnard

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COURSE DESCRIPTION

This course surveys the history of the Christian Church from its inception in the first century AD to today. This class will also be a completely online course with video lectures from Dr. Kinnard, online discussion, and other assignments. For this course students should plan on working about 18 hours per week for the duration of the nine weeks.

COURSE RATIONALE

To know where you are going, you have to know where you have been. This church surveys where the church has been over the past centuries.

MTS MISSION

The mission of Mountain Theological Seminary is to equip followers of Jesus around the world to be spiritual leaders and servants in Christ's church by providing them with a transformative biblical distance education.

GRADUATE PROGRAM LEARNING OUTCOMES

MTS has developed five student learning outcomes that are customized for each of its degree or Graduate Certificate programs. The following section on Course Objectives clarifies which of these five program objectives are most applicable to this course.

This course is a requirement or elective for the Master of Arts in Biblical Studies or Christian Ministry or the Certificate in Biblical Studies, which enables Christians and Christian leaders to understand the Scriptures holistically, think theologically and apply Scripture principles appropriately in preparation for service in Christ's church in whatever capacity. Specifically students will

1. Be able to identify doctrines central to Christian faith, confirm their accordance with Scripture, and articulate them in a statement of faith.
2. Be able to interpret a biblical text attending to its historical, literary, canonical, and theological contexts.
3. Be able to identify and evaluate worldviews encountered in daily life and discuss application of Christian worldview in decision making and character development.
4. Demonstrate ability to apply graduate-level research and writing skills to a major biblical/theological project that is relevant to academic and ecclesial settings.
5. Demonstrate the ability to apply a biblical text to a personal, church and/or world situation.

The following section on Course Objectives clarifies which of these five program objectives are most applicable to this course.

COURSE OBJECTIVES

As a result of this course, students should accomplish the following objectives:

1. Study the major characters and events in the history of the church. Fulfills the course objectives 1, 2, and 3.
2. See the differences between the orthodox church and various heretical groups. Fulfills course objectives 1, 2, 3.
3. Look at the strengths and weaknesses of various church organizations and denominations over the centuries. Fulfills course objectives 1, 2, 3.
4. Research and write on a major character or event in church history. Fulfills course objective 4.

COURSE TEXTBOOKS

- a. Gonzales, Justo L. *The Story of Christianity*, Vol. 1: The Early Church to the Dawn of the Reformation. New York, NY: HarperOne. ISBN-10: 006185588X. ISBN-13: 9780061855887.
- b. Gonzalez, Justo L. *The Story of Christianity*, Vol. 2: The Reformation to the Present Day. New York, NY: HarperOne. ISBN-10: 0061855898. ISBN-13: 9780061855894.
- c. Hughes, Richard T. *Reviving the Ancient Faith: The Story of the Churches of Christ in America*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company. ISBN-10: 0891125256. ISBN-13: 9780891125259.
- d. Jones, Tom. *In Search of a City: An Autobiographical Perspective on a Remarkable but Controversial Movement*. Spring Hill, TN: DPI Books. ISBN-10: 1577822218. ISBN-13: 9781577822219.
- e. Dr. Kinnard's blogs on church history on [stevekinnard.Wordpress.com](http://stevekinnard.wordpress.com).
- f. *Teleios*. Volume 1. Number 2. Summer 2021. The articles on the history of the Stone-Campbell movement. See Teleiosjournal.com to order.

For Writing papers please use *Turabian* style and format: The following links are available for reference:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

COURSE ASSIGNMENTS

1. Discussion Posts. Each week the student must post answers to discussion questions by midnight Wednesday night. (Eastern Standard Time=New York Time).

2. Respond to Discussion Posts. Each week the student must respond to at least two other discussion posts by midnight on Friday. Respond to each of the questions and answers. (Eastern Standard Time=New York Time).

3. Student is to take a closed book final exam. This exam will include 75 multiple choice questions and two discussion questions. The exam will be sent out on the last week of class. The exam must be returned to the professor by midnight on March 22. (Eastern Standard Time=New York Time).

4. The student must complete a 15 page topical paper. The student must clear his topic with the professor. The paper must include source material and footnotes. The paper is due to the professor by midnight on Saturday March 22. (Eastern Standard Time=New York Time). This is a Masters level paper. Make sure the paper is properly edited before submission.

5. The student must turn in a reading log, which states that they have read the material for the class. The log is due by midnight on Saturday March 22. (Eastern Standard Time=New York Time). A template for the reading log is posted online.

COURSE EXAMS/QUIZZES

Discussion Post and Responses: 10%

Reading: 10%

Final Exam: 40%

Paper 40%

COURSE GRADING

Below is the MTS grading scale for this class:

A	Excellent	94–100	4.00
A-		90–93	3.67
B+		87–89	3.33
B	Good	83-86	3.00
B-		80-82	2.67
C+		77-79	2.33
C	Average	73-76	2.00
C-		70-72	1.67
D+		67-69	1.33
D	Passing	63-66	1.00
D-		60-62	0.67
F*	Failing	0–59	0.00

COURSE SCHEDULE Summary Course Schedule for CH600

Week 1

Lectures 1-3.

(1) Committed Church

(2) Church Fathers

(3) Cooling Off

Gonzales I. pp. 1-128. Chapters 1-12.

Jones pp. 1-54. Chapters 1-7.

Videos 1-3

discussion questions

5 hours reading

1 hour discussion

3 hours viewing

1 hour discussion

4 hours writing

12 hours work

Discussion post (1000 words)

Discussion Response post to two discussion submissions (500 words total)

Discussion Post. 10 points (Wed.)

Discussion Response.

10 points (Fri.)

Week 2

Lectures 4

(4) Catholic Period

Gonzales I. pp. 129-267. Chapters 13-26.

Jones 55-97. Chapters 8-11.

Video 4

Discussion questions

5 hours reading

1 hour discussion

1 hour viewing

4 hours writing

11 hours work

Discussion post (1000 words)

Discussion Response post to two discussion submissions (500 words total)

Discussion Post. 10 points (Wed.)

Discussion Response.

10 points (Fri.)

Week 3

(5) Middle Ages

(6) Pre-Reformation

Gonzales I. pp. 268-446. Chapters 27-35.

Videos 5-6

Discussion questions

6 hours reading

1 hour discussion

2 hours viewing

9 hours writing

18 hours work

Discussion post (1000 words)

Discussion Response post to two discussion submissions (500 words total)

Discussion Post.

10 points (Wed.)

Discussion Response.

10 points (Friday)

Week 4

Lectures 7-10

(7) Luther

(8) Zwingli

(9) Calvin

(10) Church of England

Gonzales II. Pps. 6-134. Chapters 1-11.

Jones 98-180. Chapters 12-Appendix Two.

Videos 7-10

Discussion questions

5 hours reading

1 hour discussion

4 hours viewing

9 hours writing

19 hours work

Discussion post (1000 words)

Discussion Response post to two discussion submissions (500 words total)

Discussion Post. 10 points (Wed.)

Discussion Response.

10 points (Fri.)

Week 5

Lectures 11-14

(11) Counter-Reformation

(12) Knox, Pietism

(13) The Enlightenment

(14) Wesley

Gonzales II. pp. 135-292. Chapters 12-25.

Jones 181-231. Appendix 4-17.

Videos 11-14

Discussion questions

7 hours reading

1 hour discussion

4 hours viewing

7 hours writing

19 hours work

Discussion post (1000 words)

Discussion Response post to two discussion submissions (500 words total)

Discussion Post.

10 points (Wed.)

Discussion Response.

10 points (Fri.)

Week 6

Lectures 15-18

(15) Restoration I

(16) Restoration II

(17) Restoration 20th century

(18) ICOC

Hughes. Pps. 1-385.

Teleios. Volume 1 Number 2. Summer 2021. All the articles dealing with the Stone-Campbell movement.

Videos 15-18

Discussion questions

12 hours reading

1 hour discussion

4 hours viewing

7 hours writing

24 hours work

Discussion post (1000 words)

Discussion Response post to two discussion submissions (500 words total)

Discussion Post. 10 points (Wed.)

Discussion Response.

10 Points (Fri.)

Week 7

Lectures 19-20

(19) 19th cen. I

(20) 19th cen. II

Gonzales II. pp. 293-416.

Chapters 26-32.

Videos 19-20

Discussion questions

5 hours reading

1 hour discussion

2 hours viewing

15 hours writing (Exp. Paper)

3 hours studying

23 hours work

Discussion post (1000 words)

Discussion Response post to two discussion submissions (500 words total)

Discussion Post. 10 points (Wed.)

Discussion Response.

10 points (Fri.)

Week 8

Lectures 21-23

(20) 20th cen. I

(21) 20th cen. II

(23) 20th cen. III

Gonzales II. Pp. 417-530. Chapters 33-38.

Videos 21-23

Discussion questions

4 hours reading

0 hours discussion

3 hours viewing

25 hours writing

5 hours studying

37 hours

Total Course Hours =143 hours

Discussion Posts.

Wednesday. 10 points.

Discussion Response.

10 points (Fri.)

Final paper due. March 22 midnightEST.

Final Exam due. March 22midnight EST.

Week 9

Review Week

Finish Paper

No Discussion Posts.

20 hours of work.

Final paper due. July 26, 2025, midnight EST.

Final Exam due. July 26, 2025, midnight EST.

Total = 183 hours

Alternative Texts:

If you are unable to purchase the textbooks on Kindle or in a store, here are alternative books that you can purchase on Logos.com.

1. Bruce Shelly, *Church History in Plain Language*, Thomas Nelson, 1995.
2. Leroy Garrett, *The Stone-Campbell Movement: The Story of the American Restoration Movement*, rev. ed., College Press. The
3. Glenn S. Sunshine, *The Reformation for Armchair Theologians*, Westminster John Knox, 2005.

If you are going to use these alternative textbooks, here are the alternative readings for each week:

Week One: Shelly, pages 1-87.

Week Two: Shelly, pages 88-160.

Week Three: Shelly, pages 161-233.

Week Four: Shelly, pages 234-350

Week Five: Glenn S. Sunshine's *The Reformation for Armchair Theologians*

Week Six: Leroy Garrett's *The Stone-Campbell Movement*.

Week Seven: Shelly, pages 351-415.

Week Eight: Shelly, pages 416-520.

Video Lectures:

Lecture 1: The Committed Church

Lecture 2: The Church Fathers

Lecture 3: Cooling Off Period

Lecture 4: The Catholic/Chaotic Period

Lecture 5: The Middle Ages

Lecture 6: Introduction, Context of the Reformation

Lecture 7: Luther

Lecture 8: Zwingli and the Anabaptists

Lecture 9: Calvin

Lecture 10: Henry VIII and the Church of England

Lecture 11: The Catholic Counter-Reformation

Lecture 12: Knox, Smyth, Pietism

Lecture 13: The Enlightenment

Lecture 14: Wesley in England and the First Great Awakening in America

Lecture 15: Restoration Movement in the Nineteenth Century Part One

Lecture 16: The Restoration Movement in the Nineteenth Century Part Two

Lecture 17: The Restoration Movement in the Twentieth Century

Lecture 18: The International Church of Christ

Lecture 19: The Nineteenth Century—Revivalism, Abolitionism, Vatican I

Lecture 20: The Nineteenth Century—2nd Enlightenment, Liberalism, and Fundamentalism

Lecture 21: The Twentieth Century and Beyond—Various Religious Sects, The Orthodox Church and Pentecostalism

Lecture 22: The Twentieth Century and Beyond—Fundamentalism, Neo-Orthodoxy, the Civil Rights Movement.

Lecture 23: The Twentieth Century and Beyond—Vatican II, Billy Graham, Post-Modernism, The Emerging Church

Bibliography:

Cummins, D. Duane. *The Disciples: A Struggle for Reformation*. St. Louis: Chalice Press, 2009.

Dowley, Tim, et al., editors, *Introduction to the History of Christianity*. Minneapolis: Fortress, 1995.

Garrett, Leroy. *The Stone-Campbell Movement*. Revised Edition. [n.p.]: College Press Publishing Company, 2002.

Gonzalez, Justo L., *A History of Christian Thought*, 3 Vols. Revised Edition. Nashville: Abingdon, 1987.

_____. *Church History: An Essential Guide*. Nashville: Abingdon Press, 1996.

_____. *The Story of Christianity*, 2 vols. San Francisco: HarperCollins, 1984.

Hughes, Richard T. *Reviving the Ancient Faith: The Story of the Churches of Christ in America*.

McManners, John, editor, *The Oxford Illustrated History of Christianity*. New York: Oxford University Press, 1993.

Marty, Martin. *A Short History of Christianity*. Second Edition. Minneapolis: Fortress, 1987).

Shelly, Bruce L. *Church History in Plain Language*. Waco: Word, 1982.

Stanback, C. Foster. *Into All Nations: A History of the International Church of Christ*. Newton Upper Falls, MA: Illumination Publishers International, 2005.

Walker, Williston, with Richard Norris, David Lotz, and Robert T. Handy, *A History of the Christian Church*, fourth edition (New York: Charles Scribner's Sons, 1985).

Webb, Henry E. *In Search of Christian Unity: A History of the Restoration Movement*. Revised Edition. Abilene, Texas: ACU Press, 2003.

West, Earl I. *The Search for the Ancient Order*, Volume 1: A History of the Restoration Movement 1800-1865. Delight, Arkansas: The Gospel Light Publishing Company, 2002.

_____. *The Search for the Ancient Order*, Volume 2: A History of the Restoration Movement 1866-1906. Delight, Arkansas: The Gospel Light Publishing Company, 2002.

_____. *The Search for the Ancient Order*, Volume 3: A History of the Restoration Movement 1900-1918. Delight, Arkansas: The Gospel Light Publishing Company, 2002.

_____. *The Search for the Ancient Order*, Volume 4: A History of the Restoration Movement 1919-1950. Delight, Arkansas: The Gospel Light Publishing Company, 2002.

POLICIES

ATTENDANCE POLICY

Students are expected to attend every class session. In the event that a student misses one class session, he/she must work with the instructor to determine what is needed to make up what was missed. If the student does not make up the work in a satisfactory manner, the student's final grade will be lowered one letter grade at the end of the course. If the student misses two class sessions, the student's final grade will be lowered one letter grade provided that he/she makes up work for both class sessions. If that make up work is not completed, then the final grade will be lowered by two letter grades. If the student misses three class sessions, he/she will be given an F for his/her final grade and not be allowed to finish the course.

At times students have legitimate extenuating circumstances for their absences from

class. If this occurs and the student is doing well in class up to that point, the student can contact the professor of the class and the Director of RMSMT and ask for a 30 day extension beyond the end of class to complete the work in the class. This request however must be made at least 2 weeks before the final

class session. If a 30 day extension is approved beyond the end of class and the student fails to finish all the requirements of the class by the end of those 30 days, the student will be assigned an F for his/her final grade for that class. Appeals can be made to the RMSMT Director.

LATE WORK POLICY

All work is due when listed in the course syllabus, unless otherwise stipulated by the instructor. No work may be accepted later than one week after the course concludes, since final grades for all classes are due two weeks after the last class session. The only exception to this policy is for students who request and are granted an official course extension as noted in the above paragraph. All such extensions are granted only for extreme circumstances (extended illness, death in family, etc.), and the extension may not exceed 30 days from the last day of class. Only the RMSMT Director may grant such requests, which must be made in writing at least 2 weeks before the last class session. Otherwise, the grade earned at the end of the class is the one granted.

Every day your work is late one letter grade will be subtracted.

ACADEMIC AND PERSONAL DISCIPLESHIP INTEGRITY POLICY

It is the policy of RMSMT that its students and faculty exhibit a high standard of honesty and integrity and a commitment to the Lordship of Jesus Christ. Students are expected to be committed to a living standard depicted in the Bible both academically and relationally both inside and outside of school. Incidents of lack of integrity, including such things as plagiarism, cheating, treating others with lack of respect will be taken seriously and offenders held accountable up to and including probation, suspension and/or removal from their academic program and RMSMT. All infractions should be reported to the Director of RMSMT.

INSTRUCTOR/STUDENT COVENANT

As instructor of this course, I covenant with each student that I will model Christ-like behavior, value and respect each student as a fellow disciple/learner, be prepared for each class session, make appropriate assignments, grade all assignments fairly, return all graded assignments promptly, and be available for consultation outside of class. In return, I expect each student to model Christ-like behavior, value and respect fellow students and me as the instructor, be prepared for each class session, and complete assignments in ways that demonstrate your integrity.

ONLINE ETIQUETTE

Most of the online or hybrid courses in the graduate programs require students to interact with each other and with the instructor on a regular basis (per syllabus instructions). Most of that interaction is done through online comments posted on Blackboard. Due to the constraints and unique nature of online communication, students should be aware of the tone of any comments they post. Comments can often be misinterpreted when non-verbal cues such as facial expression and voice intonation are not present. Excessive punctuation, such as repeated exclamation points, could be construed as overly emotional or angry. Students need to consider how remarks might be interpreted by someone who does not know them personally and can only take their words at face value. Students should compose their comments per instructions under the syllabus assignments, paying careful attention to proper grammar and spelling.

LIBRARY RESOURCES AND SERVICES

While RMSMT does not have an official library onsite, there are many theological libraries which are available in the area for students to use with permission. These include:

*The Denver Seminary Library

6399 South Santa Fe Drive

Littleton, Colorado 80120

*Colorado Christian University

8787 W. Alameda Ave.

Lakewood, CO 80226

*Iliff School of Theology

2323 E. Iliff Ave.

Denver, CO 80021

There are also several State University libraries in the area which can be visited for research including the University of Colorado in Boulder, Regis University, University of Colorado in Colorado Springs, Colorado College in Colorado Springs, Naropa University in Boulder. The best search engine for biblical article research is EBSCO ATLA Religion with Serials data base which can be found at all of the above libraries.

Please also visit any theological or university library in your area to see if they have access to ATLAS Religion data base. In Colorado, you may also check with local libraries for the availability of EBSCO Academic Search Premier data base. It searches many well respected academic religious journals also. RMSMT students can also access Academic Search Premier through our RMSMT website at www.rmsmt.org