

Cincinnati Christian University
Foster School of Biblical Studies, Arts & Sciences
Online Course Plan

HIST 230/530 History of the Restoration Movement
Fall, 2018 (3 semester credit hours)

Instructor: Dr. J. Michael Shannon based on a course design and content developed by Dr. James B. North.

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I. Rationale.

The purpose of this course is to acquaint the student with the Restoration Movement. Anyone who is working with the Christian Churches/Churches of Christ needs to be well informed about this religious movement.

II. Outcomes for the Arts and Sciences Department:

1. Communicate effectively in both oral and written forms in a variety of rhetorical contexts, including Standard English.
2. Adeptly utilize modern research and writing tools.
3. Identify decisive events and ideas in the human experience and assess their influences on modern culture and thought.
4. Employ critical and creative thinking and mathematic and scientific principles for problem solving, literary and socio-cultural analysis, intercultural understanding, and research in the sciences and humanities.
5. Demonstrate the integration of academic insights and experience by constructing and employing a personal framework in which ethical decisions can be made in light of societal values and a Christian worldview.

III. Course Objectives. For the student to:

1. Know the history of the Restoration Movement. (A&S Outcome #3)
2. Appreciate the major commitments of the Movement: the Bible as the only basis for church life and practice, unity of Christians on the basis of biblical teaching, and Christian liberty in non-essentials. (A&S Outcomes #3 and #5)
3. Write objective analytical papers (improve reading, writing, and critical thinking skills). (A&S Outcomes #1, #2, and #4)

IV. Texts.

James B. North, Lecture material on Canvas course site
 James B. North, Union in Truth: An Interpretive History of the Restoration Movement
 Barton W. Stone, Last Will and Testament
 Thomas Campbell, Declaration and Address
 Alexander Campbell, "Lunenburg Letter"
 Louis Cochran, Fool of God
 Ben Brewster, Torn Asunder: The Civil War and the 1906 Division of the Disciples

(Note: the textbook Union in Truth is out of print in hard copy. It is available in a Kindle format from Amazon for \$7.99. The complete text is also available for free online on the Canvas course site.)

V. Nature of the Course.

The basic content of the course will be offered in a series of lectures available on the Canvas course site. Additional information will also come from the textbook, additional assigned books, assigned documents, threaded discussion interchange, and research projects on the internet. Each student will be required to have regular access to a multimedia computer with good internet access. There will also be a bi-weekly threaded discussion which requires student participation. It is assumed that students will progress through two or three lectures (and necessary readings) each week, with Monday being considered the deadline for each week's material. The dates below in the "Progression of the Course" section are dates when the reading/watching should be finished.

Primary communication will be by email. The professor needs your email address as soon as possible. It is important that you have your own email address in order to facilitate communication.

VI. Outline and Progression of the Course

			Textbook Reading
Section I – Principles and Pioneers			pp. 1-121
August 27	Lesson 1	Backgrounds	1-11
	Lesson 2	O'Kelly	13-24
	Lesson 3	Smith-Jones	24-31
September 3	Lesson 4	B. W. Stone	32-45
	Lesson 5	Revival and Last Will	45-57
	Lesson 6	Stone Movement, 1807-1826	57-69
September 10	Lesson 7	Thomas Campbell	70-87
	Lesson 8	Declaration and Address	88-94
September 17	Lesson 9	Alexander Campbell in Europe	96-103
	Lesson 10	Alexander Campbell in America	103-121

Section II -- Nineteenth Century Growth and Adjustment			pp. 122-252
September 24	Lesson 11	Walker Debate and Results	122-129
	Lesson 12	<i>Christian Baptist</i> and Maccalla Debate	129-135
October 1	Fall Break		
October 8	Lesson 13	Redstone Association, Walter Scott	135-152
	Lesson 14	<i>Millennial Harbinger</i> and Christians	154-185
October 15	Lesson 15	Lunenburg Letter	
	Lesson 16	Growth of the Movement	186-201
October 22	Lesson 17	Early organizations	201-225
	Lesson 18	Civil War and instruments	226-252
Section III -- Twentieth Century Problems and Challenges			pp. 254-369
October 29	Lesson 19	Beginnings of liberalism	254-261
	Lesson 20	J. W. McGarvey and liberal agencies	262-278
November 5	Lesson 21	Kansas City, California, and Chicago	278-287
	Lesson 22	<i>Christian Evangelist</i> , Centennial Convention	288-292
November 12	Lesson 23	Foreign Society in China and Mexico	293-296
	Lesson 24	California, Chicago, and Lexington	297-302
November 19	Thanksgiving Break		
November 26	Lesson 25	Conventions, 1918-1922	302-311
	Lesson 26	Conventions, 1923-1927	311-320
December 3	Lesson 27	Continuing division and Disciples of Christ	322-352
	Lesson 28	Christian Churches and Essentials	353-369

VII. Book Reviews.

The books by Cochran and Brewster are supplemental reading assignments, and each book is to be the subject of an analytic book review. Such reviews are to be critical assessments, not just summaries of the books. You may want to analyze the prominent features of the book, the viewpoint of the author, his prejudices (if any), his purpose for writing, significant insights the book has given you into the materials, and how this book fits into the total scope of the course. (These are merely suggestions, not a definitive outline of how you should proceed.) You will probably want to summarize some material, but **do not just summarize** the contents of the book; discuss them analytically.

The review of the Cochran book should say more about Cochran than about Alexander Campbell. Do not just summarize what Cochran says about Campbell. What is Cochran's perspective, and what conclusions is he trying to lead you to? Similar considerations should be made for the Brewster book.

Reviews (as are all papers for the class) are expected to be written in proper English. An abundance of misspellings, grammatical errors, or poor typing will result in a lower grade. Any paper turned in with more than five mistakes on a page is considered unacceptable writing style. . Reviews should be three pages in length (approximately 750 words) and should be double-

spaced. You may choose either the “Chicago Style” (Turabian), or MLA. Be sure to be consistent. They should be sent directly to me as e-mail attachments. The Cochran review is due on October, 8 and the Brewster review on December 3.

VIII. Projects.

Each student is expected to analyze the three documents that are also assigned. The analysis of the Declaration and Address should be approximately five pages; the other two should be three pages each. Again, make them an analysis, not just a summary. What are the major principles operative in the documents? Particularly for the Last Will and the Declaration, try to identify the two, three, or four main principles and then indicate how various Items (in the Will) or Propositions (in the Address) support them. These analyses are also to be typed, double-spaced, and they also should be submitted directly to me as e-mail attachments. Due dates are as follows:

Last Will	September 3
Declaration and Address	September 10
Lunenburg Letter	October 15

IX. Late Work.

Written work, whether book reports or projects, is due on the date assigned. (My computer will automatically log in the time the assignment is received. I will accept it as on time if received before midnight. Remember my computer is in the Eastern Time Zone.) Any work turned in after this time will be considered late and will be discounted one full letter grade. After one full week, a second full letter grade will be discounted. After the lapse of two weeks, the instructor may not accept the work at all. The same discounts apply to late or missed exams. If you believe there is a justifiable reason for the lateness, attach a written explanation to the paper when it is turned in.

X. Tests.

All tests will be of the essay-discussion type. The first part of each midterm will be identification; the second part will be essay questions. Every answer in the “identification” section should include a date reference to indicate where this item belongs. The first midterm will cover the first ten lessons; the second will cover lessons 11-18, and the final exam will cover 19-28. In addition the final exam will also have a section covering the entire course, but this part will be essay questions only. The student should take about an hour to answer each of the midterms but will have two hours to answer the final exam (since it has two parts).

The tests will be posted on the Canvas course site. The tests will remain posted for one week only. Students must download the test, answer the questions, and submit by e-mail to the professor. These tests will be administered on the “honor system.” Students can do whatever they want to do in the nature of study, review, etc., but once they access the test, they are not to look at any other resources, notes, documents, or helps of any kind. Once the test is accessed, there is also an automatic timing device that will start. The midterms allow 90 minutes for you

to finish. The first midterm will be posted on September 17 and will remain up for a week. The test must therefore be taken/finished before midnight on September 24. For the second exam the dates will be October 15 and October 22. For the final exam, the dates will be December 3 and December 10. If there is any difficulty in accessing the tests or completing them, the student should contact the professor.

XI. Term Paper

For students taking the class for graduate credit, there will also be a significant research paper of 20-25 pages, on a topic of the student's choosing, but one cleared with the professor in advance. The paper should reflect research done in original materials. The student may use "Chicago Style" or MLA, but be consistent. For assistance, check out the Purdue OWL web site. It is free and covers all major style manuals. A bibliography or works cited page, depending on the style you choose, should also be included. Papers will be due November 26.

XI. Student Interaction

Effective education requires interchange of ideas and viewpoints, so students are expected to become involved in such exchanges. The means of doing this will be "threaded discussions" also hosted on the canvas site. Every two weeks, the professor will post certain questions and issues and students will respond to them. In each round of questions, two questions will be posted. The student is expected to respond to the professor at least once, and interact with other students at least twice. You will need to respond to the professor's question before you are allowed to respond to other students. The quantity as well as the quality of student responses will be graded.

XII. Grading.

	Undergraduate	Graduate
Midterm Exams	30% (15% each)	23% (11 ½% each)
Major Project (D & A)	8%	7%
Minor Project	10% (5% each)	8% (4% each)
Book Reviews	12% (6% each)	10% (5% each)
Final Exam	30%	23%
Threaded Discussions	10%	10%
Term Paper		19%

XIII. Concluding Thoughts

Because of extenuating circumstances, there may need to be some adjustments made along the way. The professor reserves the right to make appropriate changes from this course plan. He will certainly try to be fair to all parties involved, but he would also appreciate the patience of the students as we all go through this experience together.

Sample Style Sheet for this class

This style sheet is intended to be only a brief statement of some elementary rules for writing papers. All papers must be typed, double-spaced. Paragraphs should be indented at least five spaces. Number all pages, either at the center bottom or at the top of the page, either centered or at the right hand margin.

All papers for this class are considered formal writing and therefore should be free from contractions, abbreviations, and the use of first or second person. Careful attention to sentence structure will avoid the use of sentence fragments. Such as this one. Any quotation that runs more than four lines of text should be set off, indented, and usually single-spaced, as is done with this particular paragraph. Such a quotation uses no quotation marks. All quotations need to be documented. Any omission within a quotation is called an ellipsis and is indicated by three spaced periods . . . , four if at the end of a sentence because one period is needed to end the sentence.

In regular prose, “When quotation marks are used, they should be double ones, not single. ‘Single ones are used for a quotation within a quotation,’ such as this one.” Notice also that quotation marks always follow the period or comma. In a book review it is alright to use parenthetical references such as this one (North, 15). Notice that the period follows the parenthesis. For graduate research papers you may choose either “Chicago Style” or MLA, but be consistent. Whichever style you choose, most computer program make it relatively simple, some even do footnotes automatically.