H-651: “History of the Christian Church (Disciples of Christ)”
Christian Theological Seminary
Spring, 2007

Contact Information

Instructor: Scott D. Seay, M.Div., Ph.D.
Office: Room 235
Office Hours: Wed., 10:00 a.m. – 5:00 p.m.; Thurs., 10:00 a.m. – 2:00 p.m.
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Course Description

This course explores the origins, growth, and present status of the Stone-Campbell Movement, especially as it evolved into the Christian Church (Disciples of Christ) in the United States. In addition to providing a descriptive history of the Movement, the course explores its most important principles as articulated by the founding generation and reinterpreted by subsequent generations. Those principles include the essential unity of the Church, the centrality of the Bible as a norm for faith and practice, the restoration of apostolic Christianity, and ecumenism. Because they share a heritage and some of the central principles with the Christian Church (Disciples of Christ), the course gives some attention also to the Churches of Christ and the Christian Churches and Churches of Christ.

Learning Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Measure</th>
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<tr>
<td>Master the most important facts about the history of the Stone-Campbell Movement.</td>
<td>Reading secondary sources; class lectures and discussions; quizzes</td>
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<tr>
<td>Read and analyze the most important founding documents of the Stone-Campbell Movement in their contexts.</td>
<td>Reading primary sources; class discussions; quizzes</td>
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<tr>
<td>Discuss how the central principles of the Stone-Campbell Movement have been embodied in its churches, both past and present.</td>
<td>Class lectures and discussions; research paper</td>
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<td>Discover and explain the relevance of understanding the history of the Stone-Campbell Movement for its churches today</td>
<td>Class discussions; historical essay; theological reflection paper</td>
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Course Requirements

1. **Class Attendance, Preparation, and Participation (20%)**: Because this will be a small class, the preparation, attendance, and participation of every student is critical to its success. This means that you will be expected to:
   - Read the assigned materials carefully and completely prior to coming to class;
   - Arrive on time for class and remain for the entire class session;
   - Inform the instructor ahead of time if missing class is absolutely necessary;
   - Remain attentive during all classroom activities;
   - Listen closely and respond respectfully to both the instructor and fellow students;
   - Submit all work for the course on time as required by the due dates; and
   - Contribute substantively and insightfully to class discussions.

You should expect this portion of your grade to be reduced significantly if you miss or are regularly late to class, appear not to have completed the readings, or fail to contribute to the class discussion. Consistent with Seminary attendance policies, students who miss three or more class sessions – for whatever reason – will not receive credit for the course.

2. **Quizzes (20%)**: You will be expected to take brief quizzes on the dates indicated with an asterisk (*) on the course calendar below. These quizzes are designed to assess the extent to which you are mastering the most important facts about the history of the Stone-Campbell Movement. They will consist of multiple choice and short answer questions. More guidance on how to prepare for these quizzes is given on pp. 7-8 of this syllabus.

3. **Research Paper (40%)**: You will be expected to write a significant research paper (18-20 pp. in length), which will be completed in stages as the semester progresses. A list of possible topics for these research papers will be distributed early in the semester, along with detailed instructions and due dates. You may choose your topic from the list provided, or may propose another topic as negotiated with me. In these papers you will be asked to demonstrate a clear understanding of a particular issue in the history of the Stone-Campbell Movement, reflect critically on that issue from your perspective, and explain how understanding this historical issue remains relevant for your identity as a member of the Christian Church (Disciples of Christ) or other church that traces its heritage to the Stone-Campbell Movement. The paper is due on April 12.

5. **Theological Reflection Paper (20%)**: You will be expected to write one essay (7-8 pp. in length) on a theological work of your choosing, written by a significant theological thinker of the Stone-Campbell Movement. The essay must locate the work in its historical context, briefly review the content of the work, and reflect from your perspective on the theological strengths and shortcomings of the work. You must inform me of your choice of works by March 29, and must turn in your reflection paper by May 3.
If you have a certified learning disability or physical or emotional challenges, you are required to inform me within the first week of the course concerning any special accommodations that you require. All efforts, consistent with the overall learning objectives of the course will be made to meet these learning needs.

You are expected to adhere to the highest standards of academic integrity and honest in all of your work for this course. Accordingly, no plagiarism, fabrication, or cheating of any kind will be tolerated. I will report all incidents of academic dishonest to the Dean of the Seminary, who will follow the disciplinary procedures outlined in the academic catalog. In cases where it has been proven that you have plagiarized, fabricated, or cheated in any way, you will fail this course.

**An Important Note about Grades**

You should know that I am stridently opposed to all forms of grade inflation. If you complete the basic requirements of the course satisfactorily, you can expect to receive an average final grade (C-range). If you fail to meet the basic requirements in some way, you can expect your final grade to be lower than that (D-range). Because it is not an entitlement, an above average grade (B-range) must be earned by consistent effort and solid performance on all assigned work in the course. An exceptional grade (A-range) is just that: an exception to the rule. You will earn an exceptional grade only if you consistently perform above and beyond in all aspects of the course. I invite students who wish to earn above average or exceptional grades to consult with me about strategies for doing so.

This is the grading scale that I will use in this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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**Required Textbooks**

The following books, in whole or in part, are required reading for this course:

5. H-651 Classpack

Each of these books may be purchased in the Seminary bookstore, and copies have been placed on reserve in the Seminary library for the duration of the semester.
If you have not already done so, I also recommend that you purchase and learn to use Doug Foster, Newell Williams, Paul Blowers, and Anthony Dunnavant, ed., *The Encyclopedia of the Stone-Campbell Movement* (Eerdmans, 2004). As you move through the semester, I urge you to consult this resource on a wide variety of topics related to the Stone-Campbell Movement. Copies may be purchased in the Seminary bookstore, and a copy is located in the reference section of the Seminary library.

**Course Schedule**

**Jan 18**  
*Course Introduction*  
*The Historiography of the Stone-Campbell Movement*

**The Movement Takes Shape (1801-1849)**

**Jan 25**  
*Barton Stone and His Vision of Christian Unity*  
Read: Garrett, pp. 71-95  
Boring, pp. 1-53  
Barton Stone, et al., “Last Will and Testament of the Springfield Presbytery” (1804), Classpack

**Feb 1**  
*Thomas and Alexander Campbell and their Vision of Christian Unity*  
Read: Garrett, pp. 97-141  
Boring, pp. 54-112  
Thomas Campbell, *Declaration and Address* (1809), Classpack  
Alexander Campbell, excerpts from “The Restoration of the Ancient Order of Things” (1825-1828), Classpack

**Feb 8**  
*The 1832 Merger and the Early Expansion of the Stone-Campbell Movement*  
Read: Garrett, pp. 143-196  
Dunnnavant, et al., pp. 1-20  
Alexander Campbell, “The Lunenburg Letter” (1837), Classpack  
Barton Stone, “A Compendious View of the Gospel” (1847), Classpack
The Era of the First Division (1849-1906)

*Feb 15  The Movement Seeks a Norm for Faith and Practice  
Read: Garrett, pp. 255-306  
Boring, pp. 115-161  
Robert Richardson, excerpts from The Principles and Objects of the  
Religious Reformation Urged by A. Campbell and Others (1853), Classpack

Feb 22  No Class – Reading Week

Mar 1  Growing Pains: Slavery and Church Polity  
Read: Garrett, 333-355  
Alexander Campbell, excerpts from Our Position to American Slavery (1845), Classpack  
James Shannon, excerpts from An Address Delivered before the  
Pro-Slavery Convention of the State of Missouri (1851), Classpack  
Alexander Campbell, “Organization” (1855), Classpack  
Robert Milligan, “The Permanent Orders of the Christian Ministry” (1855), Classpack

Mar 8  The Emergence of the Churches of Christ  
Read: Garrett, pp. 307-331; 381-405  
Boring, pp. 275-307  
Dunnavant, et al., pp. 41-74  
Isaac Errett, Fifty Nine Years of History: An Address (1886), Classpack  
Daniel Sommer, “Address and Declaration” (1889), Classpack  
David Lipscomb, “Instruments of Music in the Service of God” (1901), Classpack

The Era of the Second Division (1906-1968)

*Mar 15  The Development of Classical Liberalism in the Stone-Campbell Movement  
Read: Garrett, pp. 407-432  
Boring, pp. 207-253  
Sprinkle, pp. 47-70  
Herbert Lockwood Willett, excerpts from Basic Truths of the Christian Faith (1903), Classpack  
Edward Scribner Ames, excerpts from A New Orthodoxy (1918), Classpack
Mar 22  
*International Missions and Ecumenism in the Stone-Campbell Movement*
Read: Garrett, pp. 357-381  
Sprinkle, pp. 77-98  
Peter Ainslie, excerpts from *If Not a United Church, What?* (1920), Classpack  
Charles Clayton Morrison, excerpts from *The Unfinished Reformation* (1953), Classpack

Mar 29  
*The Emergence of the Christian Churches and Churches of Christ*
Read: Garrett, pp. 469-494  
Boring, pp. 371-393  
Charles Clayton Morrison, excerpts from *The Meaning of Baptism* (1914), Classpack  
Frederick Doyle Kershner, excerpts from *Christian Baptism* (1917), Classpack  
Stephen England, excerpts from *The One Baptism* (1960)

Apr 5  
No Class – Holy Week

**Contemporary Disciples Identity (1968-Present)**

**Apr 12**  
*Restructure: Creating the Christian Church (Disciples of Christ)*
Read: Garrett, pp. 495-524  
Sprinkle, pp. 99-142  
“Study Guide” for the *The Design of the Christian Church (Disciples of Christ)* (1968; rev. 1989, 2005), Classpack

**Research Paper is due in class.**

**Apr 19**  
*Theological Identities of the Christian Church (Disciples of Christ)*
Read: Boring, pp. 403-450  
Rita Nakashima Brock, ed., *Setting the Table: Women in Theological Conversation*, chs. 1, 6, 8, and 13 (library reserve)  

**Apr 26**  
*New Visions of Unity Within and Without*
*Concluding Conversation: My Place in the Christian Church (Disciples of Christ)*
Read: Garrett, pp. 525-557  

May 3  
**Theological Reflection Paper is due by 5:00 p.m.**
Preparing for H-651 Quizzes

Quizzes are given in this course not to make your life miserable, but to assess whether you are mastering the most important basic facts of the history of the Christian Church (Disciples of Christ) and learning the skill of interpreting primary source documents in their historical context.

Structure and Content

Quizzes in this course will consist of two parts. Part One will include ten multiple choice questions related directly to the material that has been covered in that part of the course. This includes readings from secondary sources, lecture materials, and any handouts that may have been distributed in class. These questions are not designed to be tricky. In a straightforward fashion, they will ask questions that anyone should be able to answer, as long as they have read the assigned materials, paid attention in class, and worked on assimilating the material into their fund of knowledge.

Part Two will consist of a brief quotation from one of the primary sources that you have read. You will be given the author, source, and date. You will be expected to write a brief paragraph essay (six to eight well-crafted, meaningful sentences) in which you explain the context, meaning, and importance of the quotation for understanding the history of modern Christianity.

Some questions that you might ask yourself as you read primary sources for this class and prepare to write these brief essays are the following:

Context:
- What historical circumstances might have motivated the author to write the source from which the quote comes? Does the author specifically mention them, or are they implied?
- Who is the author and what is his or her place in society? Out of what social place does the author speak?
- What is at stake for the author in writing? What risks are being taken, and what might the likely outcome be of his or her writing?

Meaning:
- In your own words, what is the author saying in the quote itself? How does it relate to the main point of the work as a whole?
- What presuppositions does the author have in making the argument as he or she does?
- In what way, if any, is the author responding to arguments made by others (whether indicated directly in the text or not)?

Importance:
- How does this quote help illustrate or illumine the broad themes of religious history under consideration? Where have you seen these themes before?
- How do the ideas and value implied in the source differ from the ideas and values of our age? How might these differences influence how we read and understand the text?
- In what way does the text consider an “enduring theme” of religious history?
Miscellaneous

- On the assigned days, quizzes will begin immediately when class starts. If you are late to class, you will be given no additional time to finish.

- You will be given no more than 20 minutes to complete each quiz.

- At my discretion, one quiz grade may be dropped for all students before the average is figured into their final grades.

- If you need assistance as you prepare for these quizzes, please consult with me; I will be happy to help you.

Online Resources

You may find the following online resources helpful as you complete your work in this course. Some of them contain primary sources and other readings related to the Stone-Campbell Movement historically speaking. Others are home pages of different organizations affiliated with the three major branches of the Stone-Campbell Movement.

- Restoration Movement Homepage
  http://www.mun.ca/rels/restmov/restmov.html

- Stone-Campbell Restoration Movement Resources
  http://www.bible.acu.edu/stone-campbell/index.html

- Center for Restoration Studies at Abilene Christian University
  http://150.252.220/5/crs

- Disciples of Christ Historical Society
  http://www.dishistsoc.org

- Christian Church (Disciples of Christ) Homepage
  http://www.disciples.org

- World Convention – Christian, Churches of Christ, Disciples of Christ
  http://www.worldconvention.org

- North American Christian Convention
  http://www.nacetheconnectingplace.org

- European Evangelistic Society
  http://www.eesatlanta.org

- Institute for the Study of Christian Origins
  http://www.institut-urchristentum.org