



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

CHS515 — Critical Developments in the History of Christianity Online Fall 2011

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

Instructor Information

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Office Hours: n/a

Catalog Description

An examination of influential persons, ideas, movements, and events that have decisively shaped Christianity through the centuries from apostolic times to the present.

Course Narrative & Rationale

The primary purpose of this course is to provide students with basic familiarity with the historical development of the central doctrines, practices, and institutions of the Christian Church. It is assumed that students in this course have little or no previous exposure to systematic study of the history of Christianity.

This course specifically addresses the goals and objectives of each of the NTS degree programs, which call for students to develop an understanding of the history and heritage of the Christian faith and familiarity with the context in which ministry takes place today.

Degree Objectives

Students in this course will achieve these NTS Degree Program Objectives:

MDiv

3. The development of wisdom and discernment through engagement with the intellectual challenge of the literature of the Christian faith, by the critical, scholarly study of the history and theology of Christianity, and of the literature and practices of Christian spirituality, ethics and ministry.
6. The investigation of human society, thought and culture in order to articulate clear and coherent views of the context of the mission of the Church, and to develop an understanding of the Church as the community of faith with a passion for the gospel engaging in mission to different cultures.

MACE

1. Appropriate and enhance the student's ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and His Church and to inform a passionate, vital, and redemptive ministry.

MAICS

2. Graduates will demonstrate the integration of theological convictions and cultural sensitivity in order to foster individual and social transformation.

MA(TS) GENERAL ACADEMIC TRACK

1. Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships.
2. Students will demonstrate the ability to use the theological disciplines to reflect on and engage the world as informed, thinking, Christian persons.

MA (TS) RESEARCH TRACK

1. Students will gain specialized knowledge in designated theological disciplines as a basis for further graduate studies.

Course Outcomes

1. Students will gain a knowledge of the basic facts necessary for understanding the broad outline of the history of Christianity from New Testament times to the present, especially the development of major doctrines and creeds. *This will be accomplished through assigned reading in the textbooks and assessed by three data quizzes.*
2. Students will develop ability to accurately tell the story of the Church in broad outline, and to identify and describe the significance of major persons, ideas, movements and events in that story. *This will be accomplished through course lectures and assigned reading in the textbooks, and will be assessed by the comprehensive essay exam.*

3. Students will gain insight into the dynamic, ongoing interaction between Church and world, Christianity and culture, which characterizes the life of the Church in history. *This will be accomplished through course lectures, assigned reading in the textbooks, assigned movies, and will be assessed by the comprehensive essay exam, weekly online discussion forum posts, and assigned movie reviews.*
4. Students will develop ability to describe how the Church has implemented its mission in the world throughout the centuries. *This will be accomplished through course lectures, assigned reading in the textbooks, and assigned movies, and will be assessed by the comprehensive essay exam, weekly online discussion forum posts, and assigned movie reviews.*
5. Students will acquire a growing ability to use the story of Christianity as a resource for understanding the context of contemporary Christian life and ministry. *This will be accomplished through course lectures and assigned reading in the textbooks, and will be assessed by the comprehensive essay exam and weekly online discussion forum posts.*
6. Students will acquire resources to enter into critical and fruitful conversation with the past in order to appropriate the historical heritage of the Church as a resource for responsible and faithful ministry in the present and future. *This will be accomplished through course lectures, assigned reading in the textbooks, and assigned movies, and will be assessed by the comprehensive essay exam and weekly online discussion forum posts.*

Church of the Nazarene COSAC Competencies

Students in this course will achieve these Church of the Nazarene Course of Study competencies:

1. Ability to describe the general story line of Church History & the development of the major doctrines & creeds. *This will be accomplished through course lectures and assigned reading in the textbooks and assessed by three data quizzes.*
2. Ability to identify & describe the significance of the major figures, themes, & events of the: Patristic, Medieval, Reformation, Puritan, Pietist, Wesleyan, & Modern periods of Church History. *This will be accomplished through course lectures and assigned reading in the textbooks and assessed by three data quizzes.*
3. Ability to describe how the Church implemented its mission in the various periods of Church History. *This will be accomplished through course lectures and assigned reading in the textbooks and assessed by three data quizzes.*

Required Texts & Course Materials

1. ***INTRODUCTION TO THE HISTORY OF CHRISTIANITY***, edited by Tim Dowley (Fortress Press, 2002).
2. ***TURNING POINTS: DECISIVE MOMENTS IN THE HISTORY OF CHRISTIANITY***, Mark A. Noll, 2nd edition (Baker Books, 2000).
3. ***WHY STUDY THE PAST?: THE QUEST FOR THE HISTORICAL CHURCH***, Rowan Williams (Eerdmans, 2005).
4. Copies of two **videos** (rent, borrow, or buy) – ***LUTHER*** (Joseph Fiennes, Alfred Molina, et. al. – 2003); ***THE MISSION*** (Robert DeNiro, Jeremy Irons, et. al. – 1986).

Course Outline

- I. The Historical Study of Christianity – why we do it, how we do it, and how it fits into the larger endeavor of theological reflection in the Church
- II. The “Jesus Movement” Makes the Transition from Apostolic to Post-Apostolic Times – the context, challenges, and leaders of this era
- III. The Church Expands into New Regions and Cultures – the challenges to carefully define its faith and practices
- IV. The “Outlaw Cult” Becomes the “Establishment Church” – the opportunities and pitfalls of success
- V. The Church in the Middle Ages (I) – the growing importance of monasticism; the deepening division between Eastern and Western Christianity; the importance of ongoing doctrinal debate and the development of new forms of scholarship
- VI. The Church in the Middle Ages (II) – the institutional “hardening” of the Church; the rise of Scholasticism; popular piety; early impulses toward reform of the Church
- VII. The Reform of the Church: Renewal and Division – the development of reform movements in various parts of the European Church, the persons and issues involved and the major results.
- VIII. European Christianity in the Post-Reformation Era: Conflict, Expansion, Adaptation – religious warfare; the role of Christianity in the exploration and settlement of “New Worlds;” new forms of Christian life and practice
- IX. The Age of Reason and Revival – the development of the Enlightenment and Pietism
- X. Christianity in a “Revolutionary” and “Modern” World – the Spirit of revolution in Europe and North America; Christianity in North America; the rise of “secularism” and its consequences for Christianity
- XI. Christianity in a “Modern” and “Post-Modern” World (I) – the “modern missionary movement;” modern “protest” and reform movements within Christianity (e.g., Pentecostal and Charismatic forms)
- XII. Christianity in a “Modern” and “Post-Modern” World (II) – intellectual and ideological challenges to Christianity; the impinging “faith worlds” of today; the “shifting” geographical and cultural world of contemporary Christianity; course wrap up

Course Assignments & Requirements

1. Class Participation – consistent, thoughtful participation in class discussion and small group work. Class participation is absolutely essential in the online environment. **To assist in this process, a Moodle discussion component will be a central feature of the course.** Students are required to post responses to discussion questions relating to the assigned reading, the weekly lectures, videos or other assigned supplementary resources, or to brief reading reviews prepared by other members of the class – as instructed each week in that particular unit of the course.

You are required to make online posts and responses on at least three different days each week. This means that you must make your assigned posts over the span of at least three separate days during the week. You cannot get by simply by logging in once on a Wednesday night, making your assigned original posts and then your assigned responses, all within the period of an hour or so, and then be done with

the Forum for that week! You must spread out your assigned comments over at least three separate days and three separate login occasions.

A quality post is one that begins a new topic, critical reflection on another person's post, or one that moves the discussion in a new direction. Good posted responses to discussion questions and other assignments should normally be at least 100 words in length, and it is preferable that these not exceed 150 words. Responses to the comments, observations, suggestions – or written reading reviews – of fellow classmates should normally be at least 50 words in length, and preferably will not exceed 125 words. Generally speaking, you will not be penalized for making long posts unless it becomes a problem, although as a courtesy to your classmates (since everyone has to read all of the posts) it is helpful to be as concise as possible. A good post will make substantive contributions to the dialogue.

It is expected that your posts will be written with good grammar and correct spelling, and you should proofread them for mistakes before submitting them. Avoid using abbreviations and codes that are sometimes used in other types of online communications, and always be polite and respectful in your comments.

All online postings need to be posted as instructed by the deadline – normally 11:59 p.m. US Central Time – in order to receive full credit. Late postings results in a 15% deduction daily (which begins one minute after the deadline) unless you have a compelling excuse **submitted in advance** of the posting deadline. Due to the progressive nature of online learning, required postings must be completed the week assigned for any credit to be given. No postings will be graded after the week for which they were assigned.

It is expected that each student will read all of the posts made by each other student in the course. In a traditional classroom, students learn valuable information about the subject both from the professor's lecture as well as from classroom dialogue between students and instructor and between fellow students. The Forum on Moodle is the online counterpart to this valuable class interaction. It is often the case that valuable clarifications and insights come up during this online dialogue. Although you are only required to post a certain number of new threads and replies, as outlined in each week's assignment, it is still expected that you will read all of the posts and comments in each week's Forum. (Often this will mean checking at the end of the week or the beginning of the following week to read posts your classmates made after your last online login.) You are strongly encouraged to read all new posts nearly every day. You are welcome to make additional brief comments to additional posts, above and beyond the assigned requirement, if you wish – but this is not required.

NOTE: *It is understood that there will be times when "life gets in the way" or when you have a ministry crisis. These situations will be taken into consideration when they are communicated honestly and promptly to the professor. Generally one such situation per student is allowed during the semester if requested. However, a pattern of personal "crises" is unacceptable.*

This requirement accomplishes Course Outcomes #3, #4, #5, and #6.

2. Completion of all assigned reading and other learning activities.

This requirement accomplishes Course Outcomes #1, #2, #3, #4, #5, and #6. It also meets all three of the Church of the Nazarene COSAC competencies.

3. **Reasonable mastery of assigned materials** – to be evaluated by the instructor through data quizzes, reading and video reviews, contribution to one assigned group project, and regular informed participation in online discussion.

This requirement accomplishes Course Outcomes #1, #2, #3, #4, #5, and #6. It also meets all three of the Church of the Nazarene COSAC competencies.

4. **Reading and reporting in writing on the book *WHY STUDY THE PAST?: THE QUEST FOR THE HISTORICAL CHURCH*** by Rowan Williams. This should be reported on in a written review approximately 500 words in length. The review should critically evaluate the book and discuss how it has affected your thinking about the study of the history of Christianity.

This requirement accomplishes Course Outcomes #3 and #6.

5. **Watching and reporting in writing on two videos – *LUTHER* and *THE MISSION***. Each video should be viewed at the time assigned in the weekly lessons and then reported on in a brief (approximately 500 word) written personal review. The review of *LUTHER* should evaluate its historical faithfulness as well as its dramatic structure and impact. The review of *THE MISSION* should especially note how it raises various issues encountered in our study of the history of Christianity.

This requirement accomplishes Course Outcomes #3, #4, and #6.

6. **Data Quizzes** – There will be three (3) of these. **They will be administered during WEEK 5, WEEK 9, AND WEEK 13.** These will be timed quizzes and will test familiarity with the major persons, ideas, events, and developments highlighted in the assigned sections of the text, *INTRODUCTION TO THE HISTORY OF CHRISTIANITY*.

This requirement accomplishes Course Outcome #1. It also meets all three of the Church of the Nazarene COSAC competencies.

7. **Comprehensive Essay Exam** -- This exam and detailed instructions for completing it will be made available to students by **week 5** of the course. This will involve researching and responding in writing to a series of questions that address some major developments, issues, problems, or controversies in the history of Christianity. These questions call for research and reflection, for careful critical analysis, and for using and applying the information to which students are introduced by the assigned reading and other learning activities.

This requirement accomplishes Course Outcomes #2, #3, #4, #5, and #6.

Distribution of Student Learning Hours

	hours
Online Participation in forums, groups, etc.	40
Reading	49
Writing	28
Other Assignments and Learning Activities	4
Exams & Quizzes	14
TOTAL	135

Method for Submitting Assignments

The course is organized by **weekly units**. All materials and assignments needed for each week's instruction are made available online in that week's component of the course. This includes lectures, assignments, written reports, online postings, and examinations/quizzes. **There are appropriate sites and links provided within the units for each week of the course** for you to submit written assignments, access and read the written assignments of your classmates, post online comments, etc.

Form and Style Expectations

It is expected that writing assignments will be submitted in good style and format, and will be free from grammatical, spelling, and typographical errors. The quality of your written work will have an impact on the grade you receive. You may format your essays in accordance with the conventions of Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, or the *Chicago Manual of Style*. All written assignments should be double spaced and use a standard 12 point font.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams

Reading and video reviews are **due no later than 11:59 p.m. of the day they are due** (see also instructions under "online postings and responses" above). Late reading and video reviews are reduced ½ letter grade for every three days (or portion thereof) overdue. Data quizzes must be taken at the time they are made available on Moodle. **Missed data quizzes may not be made up at another time.**

Course Grading

1. Consistent, informed online participation in the class (see specific expectations above and in the weekly units of the course) **counts for 30% of the final grade.** Evaluation and determination of what counts as a substantive Forum post is at the discretion of the instructor. Online participation will be **evaluated and graded at three specific points in the course** and students will receive feedback on their participation at these times. **Participation assessment will be made at the end of week 4, at the end of week 9, and at the end of the course.**
2. The three reading and video reviews combined **count for 20% of the final grade.**
3. The three data quizzes combined **count for 25% of the final grade.**
4. The comprehensive essay exam **counts for 25% of the final grade.**

The instructor is committed to provide grading feedback within one week of date assignments are due.

For all written work, the following criteria are employed in evaluation and grading: 1) **“A” quality work** – is superior in every way – writing is clear, essentially without errors in syntax, spelling, word usage, etc. – content evidences a high level of reflection, insight, and originality; 2) **“B” quality work** – is above average – writing is generally clear, with few errors in syntax, spelling, word usage, etc. – content evidences careful preparation and meets the expectations of the assignment; 3) **“C” quality work** – average – writing is adequate, but may have significant errors – content is adequate – meets the minimum expectations of the assignment, but lacks insight and originality; 4) **“D” quality work** – below average – writing is poor, marred with excessive errors – content evidences lack of insight or lack of understanding of the assigned material; 5) **“F” quality work** – failure to do satisfactory work – work evidences haste, lack of careful preparation, lack of basic understanding of the assigned material.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Class Participation

If a student does not meet class participation standards in an online environment for four or more weeks, the professor may automatically fail the student.

Course Calendar

2011	Week	Topic	Assignments Due
Sept 12	1	Introduction	
Sept 19	2	The Historical Study of Christianity	Review of Williams
Sept 26	3	The Transition from Apostolic to Post-Apostolic Times	
Oct 3	4	The Church Expands into New Regions and Cultures	
Oct 10	5	The "Outlaw Cult" becomes "Establishment Church"	Data Quiz 1
Oct 17	6	READING AND RESEARCH WEEK	
Oct 24	7	The Church in the "Middle Ages" (I)	
Oct 31	8	The Church in the "Middle Ages" (II)	
Nov 7	9	The Reform of the Church: Renewal and Division	Data Quiz 2
Nov 14	10	European Christianity in the Post-Reformation Era	Review of <i>Luther</i>
Nov 21	11	Christianity in a Revolutionary and Modern World (I)	
Nov 28	12	Christianity in a Revolutionary and Modern World (II)	Review of <i>Mission</i>
Dec 5	13	Christianity in a Modern and Post-Modern World	Data Quiz 3
Dec 12	14	Review, Summary, and Final Evaluation	Final essay exam