



Nazarene Theological Seminary

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

CHS 515: CRITICAL DEVELOPMENTS IN THE HISTORY OF CHRISTIANITY – BLOCK -- SEMESTER II, 2011-2012

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: Monday and Tuesday, 9:00 a.m. to 10:30 a.m. and 11:30 a.m. to 12:30 p.m. or by appointment

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 across the centuries of central beliefs, practices, and institutions of Christianity, as well as principal persons who have been influential in that history. It is assumed that students taking this course have little or no previous exposure to the systematic study of the history of Christianity.

Degree Objectives

This course directly addresses the concern expressed in the goals and objectives of all NTS degree programs that students gain an understanding of the history of the Christian faith and understanding of the contemporary context in which ministry is carried out. Among these are:

A. M.Div.

3. Development of wisdom and discernment *through engagement with the literature of the Christian faith through critical, scholarly study of the history and theology of Christianity* and the application of that heritage to personal and corporate Christian life. . . .

5. *Understanding of local and global diversity through the investigation of cultural contexts*, to enable the Church to proclaim effectively and to embody the mission of God. . . .

B. MACFD

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 personal commitment to God and the Church and to inform a passionate, vital, and redemptive ministry.

C. MAICS

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

3. Graduates will *articulate, communicate, and contextualize the essential affirmations of the Christian faith* in a cross-cultural setting.

D. MATS

(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*.

(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 knowledge of the basic facts necessary for understanding the broad outline of the history of Christianity from New Testament times to the present (demonstrated through data quizzes, comprehensive essay exam, informed participation in class discussion).
2. Students will develop the 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 (demonstrated through data quizzes, comprehensive essay exam, informed participation in class discussion).
3. Students will gain insight into the dynamic, ongoing interaction between the Church and the world, Christianity and culture which characterizes the life of the Church in history (demonstrated through critical reflection essay on *Why Study the Past?*, comprehensive essay exam, group research/presentation project, informed participation in class discussion).
4. Students will acquire a growing ability to use the historical heritage of Christianity as a vital resource for understanding the context of contemporary Christian life and ministry (demonstrated through comprehensive essay exam, informed participation in class discussion).
5. Students will develop understanding of, and ability to describe how the Church has understood and attempted to implement its mission in the world throughout the centuries (demonstrated through comprehensive essay exam, group research/presentation project, informed participation in class discussion).
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 (foundations of this are demonstrated through all assigned work in the course; full fruition of this can be demonstrated only in future ministry over time).

Required COSAC Outcomes

CN24 -- Ability to describe the general story line of Church history and the development of the major doctrines and creeds

CN25 -- Ability to identify and describe the significance of the major figures, themes, and events of the: Patristic, Medieval, Reformation, Puritan, Pietist, Wesleyan, and Modern periods of Church history

CN26-- Ability to describe how the church implemented its mission in the various periods of Church history

Required Texts & Course Materials

1. INTRODUCTION TO THE HISTORY OF CHRISTIANITY, edited by Tim Dowley (Augsburg Fortress Press, 2002).
2. TURNING POINTS: DECISIVE MOMENTS IN THE HISTORY OF CHRISTIANITY, Mark A. Noll (Baker Academic, 2001).
3. WHY STUDY THE PAST?: THE QUEST FOR THE HISTORICAL CHURCH, Rowan Williams (Eerdmans, 2005).
4. HISTORICAL DOCUMENTS OF CHRISTIANITY (available on MOODLE)

Course Outline

- I. The Historical Study of Christianity
- II. The Transition of the Church from Apostolic to Post-Apostolic Time
- III. The Church Expands into New Regions and Cultures
- IV. The “Outlaw” Cult Becomes the Establishment Church
- V. The Church in the “Middle Ages” I
- VI. The Church in the “Middle Ages” II
- VII. Reform of the Church - Renewal and Division
- VIII. European Christianity in the Post-Reformation Era
- IX. The Age of Reason and Revival
- X. Christianity in a “Revolutionary” and “Modern” World
- XI. Christianity in a “Modern” and “Post-Modern” World I
- XII. Christianity in a “Modern” and “Post-Modern” World II

Course Assignments & Requirements

1. Class Participation - consistent attendance and prepared and thoughtful participation in class discussion and assigned group work. A regular part of classroom learning activity is discussion of assigned chapters in ***Turning Points: Decisive Moments in the History of Christianity*** by Mark A. Noll and primary historical documents (available on the class site on MOODLE). The primary historical documents include excerpts from a wide variety of original writings from Christian history that provide more *direct* access to the persons, ideas, and events described in the text books. Students are expected to attend class regularly and to be prepared to fully participate in class activities - especially class discussion of assigned reading material (see the “Required Background Reading for Class Sessions” posted on the course site on Moodle). Students who miss more than 20% of class sessions, or who are consistently poorly prepared for class discussion may have their final grade in the class significantly reduced. (Used to achieve Outcomes 1-6)
2. A critical reflection essay on ***Why Study the Past?: the Quest for the Historical Church*** by Rowan Williams. (Used to achieve Outcomes 3,6)

INSTRUCTIONS FOR CRITICAL REFLECTION ESSAY

This should be approximately 1,000 to 1,250 words in length. The essay should: clearly identify the main ideas presented and argued by the author; provide several examples from

the book of where and how the author makes his case; note any questions or objections you had concerning ideas presented in the book; reflect carefully on how the book affected your thinking about the study of the history of Christianity. **THIS ESSAY IS DUE MONDAY, FEBRUARY 20, 2012.**

3. Satisfactory completion of 3 Data Quizzes. These will be made available on MOODLE during: 1) the week of **March 5-10**; 2) the week of **April 2-7**; 3) the week of **May 7-12**. The data quizzes test familiarity with the major persons, ideas, events, and developments highlighted in the assigned sections of the text, *Introduction to the History of Christianity* by Tim Dowley. Students are provided a “study” guide in advance of each of the quizzes. (Used to achieve Outcomes 1,2,6)
4. Full participation in a group research and reporting project. Each student joins with 2-3 other students to research and make a presentation to the class on a topic of significance in the history of Christianity. These reports are presented in class during the weeks after Reading and Research Week. (Used to achieve Outcomes 5,6)
5. Satisfactory completion of a comprehensive essay exam. The exam questions and detailed instructions for completing it are made available to students by week 4 of the course. Broadly speaking, this involves researching, reflecting, 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 careful research and reflection, for careful critical analysis and “using” and applying data and information to which students have been introduced by the assigned reading, instructor presentations/lectures, and other learning activities. **THIS EXAM IS DUE MONDAY, APRIL 30, 2012.** (Used to achieve Outcomes 1-6)

Distribution of Student Learning Hours

	hours
Face-to-face Class Sessions	38
Online Participation in forums, groups, etc.	0
Reading	59
Writing	37
Other Assignments and Learning Activities	10
Exams & Quizzes	9
TOTAL	153

Method for Submitting Assignments

All written assignments should be submitted on the course site on NTS MOODLE. There is a clearly marked link for each of the class assignments where completed work may be posted, and accessed and evaluated by the professor. **All assignments are due no later than 11:55 p.m. (Central Time) of the day they are due.** Late work is reduced ½ letter grade for every three days (or portion thereof) that it is overdue.

Form and Style Expectations

There is no mandatory “style sheet” for this class. Students are, however, expected to *consistently* follow one of the standard forms for theses and term papers. The most current Turabian style manual is always an excellent choice.

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

As stated above, all assigned written work is to be submitted on the course site on NTS MOODLE no later than 11:55 p.m. of the day on which the assignment is due. Late work is reduced ½ letter grade for every three days (or portion thereof) that it is overdue. **Missed data quizzes may not be made up at another time unless arrangements are made in advance with the professor, and for an exceptionally urgent reason.**

Course Grading

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 error in syntax, grammar, spelling, word usage, etc. - content evidences very careful reflection, insight, and original thought; 2) **“B” quality work** - is above average - writing is generally clear, with few errors in syntax, grammar, spelling, word usage, etc. - content gives evidence of careful preparation and meets the minimum expectations of the assignment; 3) **“C” quality work** - is average - writing is adequate, but may have 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 gives evidence of lack of insight or lack of understanding of the assigned material; 5) **“F” quality work** - failure to do satisfactory graduate-level 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.

FINAL GRADES IN THE COURSE ARE BASED ON THE FOLLOWING WEIGHTING OF ASSIGNMENTS:

1. Regular attendance and consistent participation in class discussion and other learning activities **counts 20% of the final grade.** Class participation will be evaluated at three specific points in the course, and **students will receive feedback from the professor on their participation at these times.** Participation assessment will be made after week 4 of the course, after week 8, and after week 11.
2. The critical reflection essay on *Why Study the Past?* counts **15% of the final grade.**
3. The three Data Quizzes combined count **25% of the final grade.**
4. Contribution to the group research and reporting project **counts 15% of the final grade.**
5. The comprehensive essay exam **counts 25% of the final grade.**

Class Attendance

Attendance at classes is essential for realizing the maximum benefit of your education. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks of the semester, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

Course Calendar

See schedule document in Moodle