



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/333-6254

CHS530 – History and Polity of the Church of the Nazarene Online Spring 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 at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and 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

Professor: Tom Miles, Ph.D. *ABD*

Email: tomamiles@aol.com

Office: n/a

Office Hours: n/a

Catalog Description

The main persons, ideas, and events that have shaped the Church of the Nazarene from its beginnings to the present are examined together with the historical setting in which the church began, and the system of polity the church has developed.

Course Narrative & Rationale

This course exposes students to the main persons, ideas, and events that have shaped the Church of the Nazarene as a particular historical expression of the Church of Jesus Christ in the world.

The history of the Church of the Nazarene is examined against the background of the American holiness movement and the wider currents of American Christianity and Methodism (these being the most formative influences on the Church of the Nazarene), with the aim of understanding the Church of the Nazarene and how it fits into the broad stream of the Christian tradition.

The polity (system of organization) of the Church of the Nazarene and other matters addressed by the *Manual* of the Church of the Nazarene (e.g., doctrine and Christian practice) are examined and analyzed in order to understand how the church is organized for ministry in the world, and how it expresses its doctrinal and ethical convictions in a systematic way.

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. 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, exhibited in the following outcomes; the student will:
 - a. Identify the basic creedal affirmations of the Christian faith
 - b. Use scholarly methods for understanding the history and theology of Christianity
 - c. Identify how key figures and movements from the history of Christianity shape theological discourse
 - d. Identify and relate theological literature of a historical period to its particular setting and to theology today
 - e. Appropriate the formative power of theology (whether systematic or historical) in shaping corporate and personal Christian life
 - f. Apply theological convictions to personal and corporate life both in and beyond the Church
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, exhibited in the following outcomes; the student/graduate will:
 - a. Articulate the missional nature of the church
 - b. Exegete the congregation
 - c. Exegete aspects of society including ethnicity and culture
 - d. Navigate the complexities of globalization expressed through pluralism, world religions, and other issues
 - e. Participate in the stewardship of creation

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 a personal commitment to God and the 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 learn the story of the Church of the Nazarene—how and why the Church of the Nazarene came into existence and how it has attempted to fulfill what it has understood to be its calling throughout its history. *This will be accomplished through assigned reading in the textbooks and assessed by reading reports and by two exams (Assignment & Requirements #2, #3, #4, and #5).*
2. Students will develop the ability to tell the story of the Church of the Nazarene accurately and with critical insight into the church's history. *This will be accomplished through assigned reading in the textbooks and assessed by two exams (Assignment & Requirements #2, #3, and #5).*
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 assigned reading in the textbooks and assessed by reading reports, online discussion forum posts, and two exams (Assignment & Requirements #1, #2, #3, #4, and #5).*
4. Students will gain an understanding of the Church of the Nazarene's doctrine and ethics as expressed in the *Manual*. *This will be accomplished through assigned reading in the textbooks and Manual and assessed by online discussion forum posts and the second exam (Assignment & Requirements #1, #2, #3, and #5).*
5. Students will develop an understanding of the polity of the Church of the Nazarene. In particular, they will be able to identify the important principles of the *Manual* that pertain to the organization and ministry of the local church and to the responsibilities of the pastor at local and district levels, and be able to explain the governance systems of the church at local, district, and general levels. *This will be accomplished through assigned reading in the Manual and assessed by the second exam (Assignment & Requirements #2, #3, and #5).*
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 assigned reading in the textbooks and online discussion forum posts, and assessed by online discussion forum posts, two reading reports, and two exams (Assignment & Requirements #1, #2, #3, #4, and #5).*

Church of the Nazarene COSAC Competencies

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

1. Ability to identify the formative influences of the American Holiness Movement and the Church of the Nazarene. *This will be accomplished through course lectures and assigned reading in the textbooks and assessed by two reading reports and two exams (Assignment & Requirements #2, #3, #4, and #5).*
2. Ability to identify and explain the significance of the major figures and events in the Church of the Nazarene. *This will be accomplished through course lectures and assigned reading in the textbooks and assessed by two reading reports and two exams (Assignment & Requirements #2, #3, #4, and #5).*
3. Ability to identify the directives of the *Manual* of the Church of the Nazarene that pertain to the organization and ministry of the local church and to the responsibilities of the pastor at local and district levels. *This will be accomplished through course lectures and assigned reading in the Manual and assessed by the second exam (Assignment & Requirements #2, #3, and #5).*
4. Ability to explain the governance systems of the church at local, district, and general levels. *This will be accomplished through course lectures and assigned reading in the Manual and assessed by the second exam (Assignment & Requirements #2, #3, and #5).*

Required Texts & Course Materials

1. *Our Watchword and Song: The Centennial History of the Church of the Nazarene*, edited by Floyd Cunningham, with Stan Ingersol, Harold E. Raser, and David P. Whitelaw (Beacon Hill Press of Kansas City, 2009).
2. *Ordained Women in the Church of the Nazarene: The First Generation*, Rebecca Laird (Nazarene Publishing House, 1993).
3. *A Century of Holiness Theology: The Doctrine of Entire Sanctification in the Church of the Nazarene, 1905 to 2004*, Mark R. Quanstrom (Beacon Hill Press of Kansas City, 2004).
4. *Manual, Church of the Nazarene, 2009-2013* (Nazarene Publishing House, 2009).
5. Assorted articles and readings (provided online).

Course Outline

- I. The Church of the Nazarene Family Tree—Our Roots in Christian History
 - A. Christian, Anglican, Wesleyan, and Holiness
 - B. American
 - C. Methodist
- II. The Holiness Awakening of the Nineteenth Century
 - A. Methodist Antecedents
 - B. Pre-Civil War Holiness “Awakening”
 - C. Post-Civil War “Organized Holiness”
- III. Answering the “Church Question”: Building Blocks of the Church of the Nazarene
 - A. The Chronology of Separation
 - B. The Non-American Link
 - C. The Impulse for Union
- IV. Possibilities and Problems of Union
 - A. 1907 Merger
 - B. 1908 Merger
 - C. Post-1908 Unions
- V. Mission to the World
 - A. Evangelism and Missions
 - B. Compassionate Ministries
 - C. Education
- VI. Called Unto Holiness in an Ever-Changing World: The Church of the Nazarene Seeks Its Place in the Second Half of the Twentieth Century—and Beyond
 - A. Standards and “Separation”
 - B. “Internationalization” and a Global Church
 - C. Holiness and Identity
- VII. Church of the Nazarene Organization and *Manual*
 - A. The Development and Structures of Organization
 - B. Doctrine
 - C. Ethics of the “Holy Life”

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, or other assigned supplementary resources, or to reading reports prepared by other members of the class—as instructed each week in that particular unit of the course.

Online postings and responses are required at least three times each week. This means that you must make your assigned posts over the span of at least three separate login times 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, and then be done with the Forum for that week! You must spread out your assigned comments over at least three separate login occasions.

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 welcome to make additional brief comments to other 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.

Students are reminded of the following *minimum* requirements for online participation:

- Students are encouraged to read posts nearly every day.
- Students are required to write a quality post at least three days each week.
- 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.
- Unless otherwise assigned, posts in a Forum should be at least 75 words for a new topic and at least 50 words for a response to another's topic.
- An assignment posted in a Discussion Forum may be considered a quality post at the discretion of the instructor.
- Correct grammar and accurate spelling are expected.

This requirement accomplishes Course Outcomes #3, #4, 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 four of the Church of the Nazarene COSAC competencies.

3. Reasonable mastery of assigned materials - to be evaluated by the instructor primarily through examinations, reading reports, and informed participation in online discussion.

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

4. Reading and reporting on two books: 1) *Ordained Women in the Church of the Nazarene: The First Generation*, by Rebecca Laird; 2) *A Century of Holiness Theology: The Doctrine of Sanctification in the Church of the Nazarene, 1905-2004*, by Mark Quanstrom.

You will report on each of the books in a brief essay (no longer than 750 words in length per essay). These essays should include a brief summary of the content of the book, but their main purpose is not summarization. Their main purpose is to address three questions: 1) How has this person (or persons, or these events, or this doctrine, or debate, etc.) helped to make the Church of the Nazarene what it is today? 2) How does the information in this book change/alter/contribute to my understanding of the Church of the Nazarene? 3) How has the information and insight gained from reading this book affected my understanding of how ministry is (and ought to be) carried out in the Church of the Nazarene?

In addressing these questions, one should reflect carefully, and not be satisfied with only the most obvious answers. Draw upon your own experience in the church, and your developing knowledge of the church's identity and character (as you read, think about, and discuss this with your classmates), as well as the information in the books, to help you with this. The brevity of these reports demands that you think and write carefully!

The two reading reports are due as follows:

READING REPORT #1: *Ordained Women in the Church of the Nazarene* - due Friday of Week 3

READING REPORT #2: *A Century of Holiness Theology* - due Friday of Week 6

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

5. **There will be two examinations given online.** The first will be taken **during WEEK 8** and the second will be taken **during WEEK 14**. The first exam will cover all material presented online during WEEKS 1 through 6, as well as assigned reading in ***Our Watchword and Song***. The second exam will cover all material presented online during WEEKS 8 through 13, as well as assigned reading in ***Our Watchword and Song***, and selected portions of the ***Manual***.

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

Distribution of Student Learning Hours

| | hours |
|--|-------|
| Online Participation in forums, groups, etc. | 49 |
| Reading | 71 |
| Writing | 6 |
| Other Assignments and Learning Activities | 0 |
| Exams & Quizzes | 9 |
| 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. **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.

All assignments for online courses will be submitted using the corresponding location within the Moodle course. Assignments should not be submitted by hardcopy, fax or email.

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 reports are **due no later than 11:55 p.m. of the day they are due**. Late reading reports are reduced one half letter grade for every three days (or portion thereof) overdue. The two exams 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**. 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 reports combined count for **30%** of the final grade.
3. The two examinations count for **40%** of the final grade.

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

For the three reading reports, 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., and content evidences careful reflection, insight, and originality; 2) **“B” quality work** is above average—writing is generally clear, with few errors in syntax, spelling, word usage, etc., and content evidences careful preparation and meets the expectations of the assignment; 3) **“C” quality work** is average—writing is adequate but may have errors, content is adequate and meets the minimum expectations of the assignment, but lacks insight and originality; 4) **“D” quality work** is below average—writing is poor and marred with excessive errors, and content evidences lack of insight or lack of understanding of the assigned material; 5) **“F” quality work** is failure to do satisfactory work—work evidences haste, lack of careful preparation, and lack of basic understanding of the assigned material.

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.

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.

Course Calendar

| 2012 | Week | Topic | Assignments Due |
|--------|------|---|------------------|
| Feb 6 | 1 | Introduction / The Church of the Nazarene Family Tree (I) | |
| Feb 13 | 2 | The Church of the Nazarene Family Tree (II) | |
| Feb 20 | 3 | The Church of the Nazarene Family Tree (III) | Laird Review |
| Feb 27 | 4 | Regional Holiness Groups and the Impulse for Union | |
| Mar 5 | 5 | Union of Regional Holiness Denominations | |
| Mar 12 | 6 | Social Engagement in the Early Twentieth Century | Quanstrom Review |
| Mar 19 | 7 | <i>READING AND RESEARCH WEEK</i> | |
| Mar 26 | 8 | Mission to the World | Exam 1 |
| Apr 2 | 9 | Beliefs and Practices (I) | |
| Apr 9 | 10 | Beliefs and Practices (II) | |
| Apr 16 | 11 | Church of the Nazarene in the Mid-20 th Century / Orders of Ministry in the Church of the Nazarene | |
| Apr 23 | 12 | Church of the Nazarene in the Late 20 th Century / Local and District Government | |
| Apr 30 | 13 | General Government | |
| May 7 | 14 | Review and Summary | Exam 2 |