



# Nazarene Theological Seminary

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

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## **CHS 630: HISTORY OF THE AMERICAN HOLINESS MOVEMENT – 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***

Professor: Harold E. Raser, PhD

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

### ***Catalog Description***

An examination of the origin and development of the Holiness Movement in America, the leaders, thinkers, and events that shaped it. Attention is given to the general historical milieu in which it grew.

### ***Course Narrative & Rationale***

The American holiness tradition is a rich and complex religious tradition, which has made a significant impact upon American Christianity, and Christian life and practice around the world. It has infused new spiritual vitality into older traditions, produced a host of new churches, denominations, and religious organizations committed to promoting “Christian holiness,” and has contributed to the rise of the modern Pentecostal and Charismatic Movements, as well as to Christian Fundamentalism.

This course examines the American Holiness Movement in some depth. The focus is on understanding its various dimensions as a major religious movement. Attention is given to such matters as: the historical contexts (both general and religious) in which it began, developed, and exists today; important persons, ideas, and events that have influenced the movement throughout its history; the process of sect-formation and institution building which has produced the many holiness churches and organizations of today (including some attention to the place of the Church of the Nazarene in this process, and attention to the many African-American religious bodies that have been influenced by the movement); the impact of the holiness movement outside the United States; the movement's connections to modern Pentecostal and Charismatic movements, and to Christian Fundamentalism; current issues, and prospects for the movement's future.

## ***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 and doctrines 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 an understanding of the essentials of the “holiness heritage” of faith and practice (demonstrated through critical reflection essays, examinations, and participation in class discussion).
2. Students will develop the ability to tell the story of the “holiness movement” in broad outline, and to identify and describe the significance of major persons, ideas, organizations, and events essential to that story (demonstrated through critical reflection essays, examinations, and participation in class discussion).
3. Students will acquire knowledge of how the holiness movement fits into the broader stream of Christian historical development (demonstrated through critical reflection essays, examinations, and participation in class discussion).
4. 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 essays, examinations, and participation in class discussion).
5. Students will acquire important tools to enable them to enter into a critical and constructive “conversation” with the “holiness heritage” (demonstrated through critical reflection essay, examinations, and participation in class discussion).
6. Students will develop a growing ability to constructively appropriate the holiness heritage in their own life and ministry now and in the future (the *beginnings* of this may be demonstrated to some extent through critical reflection essays, examinations, and participation in class discussion, but the full fruit of it can only be demonstrated through the course of one’s life an

## **Required Texts & Course Materials**

1. ***TAKING HEAVEN BY STORM: METHODISM AND THE RISE OF POPULAR CHRISTIANITY IN AMERICA***, John H. Wigger.
2. ***CHRISTIAN PERFECTION AND AMERICAN METHODISM***, John L. Peters.
3. ***THE WAY OF HOLINESS***, Phoebe Palmer.
4. ***PERFECTIONIST PERSUASION: THE HOLINESS MOVEMENT AND AMERICAN METHODISM, 1867-1936***, Charles E. Jones.
5. ***THE HOLINESS-PENTECOSTAL TRADITION: CHARISMATIC MOVEMENTS IN THE 20<sup>TH</sup> CENTURY***, Vinson Synan.
6. ***FROM ALDERSGATE TO AZUSA STREET: WESLEYAN, HOLINESS, AND PENTECOSTAL VISIONS OF THE NEW CREATION***, Henry H. Knight III, editor.
7. **ARTICLES** – provided by the instructor on MOODLE.

## **Course Assignments & Requirements**

1. Regular attendance and consistent participation in class discussions and other learning activities. Students are expected to attend class regularly and to be prepared to fully participate in class activities – especially scheduled class discussions of assigned reading (see the “Course Calendar” portion of the syllabus). *Students that miss more than 20% of classes, or*

*who are consistently poorly prepared for class discussion may have their final grade in the class significantly reduced (course objectives 1-6)*

2. Completion of all assigned reading and submission of a written critical reflection essay, approximately 1,000-1,250 words in length, for each reading assignment (a total of five written critical reflection essays) (course objectives 1-6)

### **INSTRUCTIONS FOR CRITICAL REFLECTION ESSAYS**

Each of the critical reflection essays referred to above ought to be approximately 1,000 to 1,250 words in length. The essays should include a brief overall summary of the content of the reading but their main purpose is not summarization. Their main purpose is to interact critically with the content of the assigned book (or chapters, articles, etc.). Expected content would include: noting the author or authors' thesis (or theses) concerning the material presented; highlighting of the most important ideas, developments, or persons discussed – and indication of why you consider these to be the most important; discussion of the *implications* of the information presented by the assigned material for understanding the history of the holiness movement; discussion of the *implications* of the information presented for the holiness tradition today, as you understand this; discussion of your own personal reactions to the information presented in the assigned reading, questions it raises for you, and ways in which the material challenges, confirms, confuses – or generally affects your understanding of the holiness movement. **Since most reading assignments include reading in more than one source, students should make an effort to interact to some extent with *each* of the sources included in an assignment.**

3. Completion of two written examinations. These will be taken *out of class* on MOODLE. *The first exam will be available on MOODLE between March 27 and April 2. The second exam will be available on MOODLE between May 8 and May 12.* These exams will be largely essay in form and specific instructions concerning preparation for them will be given by the professor in class after the beginning of the semester (course objectives 1-6)

4. Completion of a semester research project which may be chosen from the following two options:

A. A critical essay based on the reading of a substantial selection (or selections) from the published work of a person of significant influence in the American holiness movement. *Choice of the person and appropriate published work by them should be done in consultation with the professor.* The work of the person chosen should be read carefully together with appropriate secondary materials and then reported on in a critical essay approximately 2,500 to 3,000 words in length. *The first part of the essay* should be an exposition of the work (or works) read, paying special attention to the author's: essential definition of "holiness;" description of the means of its attainment; the "signs" or "evidence" of its attainment; how "holiness" is retained and nurtured; general theological methodology – how does the author use the bible and other "authoritative" resources to establish his or her views? *The second part of the essay* should be a critical appraisal of the work or works read in relation to its/their specific historical milieu,

contribution to or influence upon the holiness movement, and contemporary value as a work of biblical exegesis and theological reasoning.

B. A research paper on some aspect of the history of the American Holiness Movement. This gives one an opportunity to investigate a broad topic in some detail. One might investigate: a particular issue or controversy over a specific doctrine or practice; the origins and development of a particular organization or group within the holiness movement; the life and influence of an individual person (more widely focused than just on their “theology of holiness” or “entire sanctification”); or, the like. *Choice of a suitable topic should be done in consultation with the professor.* This paper, like the critical essay described above should be 2,500 to 3,000 words in length.

**THE TERM RESEARCH PROJECT IS DUE TUESDAY, MAY 1 (see “Course Calendar”) (course objectives 1-6)**

## ***Distribution of Student Learning Hours***

	Hours
Face-to-face Class Sessions	38
Online Participation in forums, groups, etc.	0
Reading	54
Writing	25
Other Assignments and Learning Activities	24
Exams & Quizzes	6
<b>TOTAL</b>	<b>147</b>

## ***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 critical reflection essays are due no later than 1:00 p.m. of the day they are due. The semester research project is due no later than 11:55 p.m. of the day it is 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 critical reflection essays are to be submitted on the course site on NTS MOODLE no later than 1:00 p.m. of the day on which the assignment is due. The semester research project is due no later than 11:55 p.m. of the day on which it is due. Late work is reduced ½ letter grade for every three days (or portion thereof) that it is overdue. **Missed exams 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.

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

1. Regular attendance and consistent, informed participation in class discussion and other learning activities **counts 15% of the final grade.**
2. The reading reports together (5) **count 40% of the final grade.**
3. The two exams together **count 25% of the final grade.**
4. The semester research project **counts 20% of the final grade.**

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 Attendance***

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***

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
Feb. 7-14	I. The American Religious Context	Wigger, <b>all</b> Knight, 1-89
Feb. 14-21	II. The Nineteenth Century Context	Peters, 1-66
Feb. 21-28	III. The Wesleyan Heritage in America <b>(Discussion Tues., Feb. 28; critical reflection essay #1 due)</b>	
March 6-13	IV. The Holiness Revival/Awakening <b>(Discussion Tues., Mar. 13; critical reflection essay #2 due)</b>	Peters, 66-132 Palmer, <i>The Way</i> Knight, 90-111 Jones, 1-15
<b>March 19-22</b>	<b>READING AND RESEARCH WEEK</b>	
<b>EXAM #1</b>	<b>AVAILABLE ON MOODLE FROM MARCH 26- 31</b>	
Mar. 27-Apr. 10	V. The Holiness Crusade/"Organized Holiness" <b>(Discussion Tues., Apr. 10; critical reflection essay #3 due)</b>	Peters, 133-180 Jones, 16-78 Synan, 1-43 Knight, 115-166
Apr. 17-24	VI. The "Church Question" and Institutional Building <b>(Discussion Tues., Apr. 24; critical reflection essay #4 due)</b>	Jones, 78-end Knight, 115-195 Synan, 44-83
Apr. 24-May 8	VII. The "European Connection"  VIII. The Holiness Movement and	Synan, 84-end <b>and</b> Knight, 322-366 <b><u>OR</u></b>

Pentecostalism

Knight, 199-366

IX. Recent Developments, Issues,  
and Future Prospects  
**(Discussion Tues., May 8; critical  
reflection essay #5 due)**

**TUESDAY, MAY 1**

**SEMESTER RESEARCH PROJECT DUE**

**EXAM #2**

**AVAILABLE ON MOODLE FROM MAY 8- MAY 12**