CHS 530: HISTORY AND POLITY OF THE CHURCH OF THE NAZARENE — Block, Semester I, 2012-2013

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 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
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Office: (816) 268-5489
Office Hours: Mondays, 9:00 a.m. to 10:30 a.m. and 11:30 a.m. to 12:30 p.m. and Thursdays, 1:30 p.m. to 3:30 p.m., or by appointment

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 (organization) that 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, the Wesleyan/Methodist
tradition, and the wider currents of American Christianity (these being the most formative influences on the Church of the Nazarene), with the aim of understanding who the Nazarenes are and how they fit into the broad stream of Christian history.

Nazarene polity (system of organization) and other matters addressed by the Nazarene Manual (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.

**Degree Objectives**

The 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:

**A. M.Div**

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 practice 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.”

**B. 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 the Church and to inform a passionate, vital, and redemptive ministry.”

**C. MAICS**

1. “Graduates will participate in God’s mission and the ministries of the global Church from a Wesleyan/Holiness missiological perspective.”

**D. MATS**

(General Academic Track)

1. “Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships.”

(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 “Nazarene story” – 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 (demonstrated through examinations, critical reflection papers on assigned reading, and class discussion).

2. Students will develop the ability to tell the “Nazarene story” accurately and with critical insight into the church’s history (demonstrated through examinations, critical reflection papers on assigned reading, and class discussion).

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 (demonstrated through examinations, critical reflection papers on assigned reading, and class discussion).

4. Students will gain and understanding of Nazarene doctrine and ethics as expressed in the Manual (demonstrated through class discussion and the comprehensive final examination which addresses matters of the Manual to a large extent).

5. Students will develop understanding of Nazarene polity – especially be able to identify the important principles in the Manual that pertain to the organization and ministry of the local church and 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 (demonstrated through class discussion and the comprehensive final examination which addresses matters of the Manual to a large extent).

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; fruition of this can be demonstrated only in future ministry over time).

Church of the Nazarene COSAC Competencies

CN 27 – “Ability to identify the formative influences of the American Holiness movement and the Church of the Nazarene” (demonstrated through examinations, critical reflection papers on assigned reading, and class discussion)

CN 28 – “Ability to identify and explain the significance of the major figures and events in the Church of the Nazarene” (demonstrated through examinations, critical reflection papers on assigned reading, and class discussion)

CN 29 – “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” (demonstrated through examinations and class discussion)
CN30 – “Ability to explain the governance systems of the church at local, district, and general levels” (demonstrated through examinations and class discussion)

**Required Texts & Course Materials**

6. *Articles* – (available on Moodle)

**Course Outline** (see “Course Calendar” below)

**Course Assignments & Requirements**

A. Attend class sessions regularly and demonstrate familiarity with assigned reading through informed, consistent participation in class discussion and other learning activities.

B. Read *Our Watchword and Song: the Centennial History of the Church of the Nazarene* by Floyd Cunningham, Stan Ingersol, Harold E Raser, David P Whitelaw in its entirety. This material will be tested in two exams, one at mid-term and one at the end of the semester (see below), and also discussed in class.

C. Read *A Plain Account of Christian Perfection* by John Wesley. Submit a written critical reflection essay, approximately 1000-1250 words in length, on the reading **no later than Tuesday, September 25**.

D. Read *Ordained Women in the Church of the Nazarene: the First Generation* by Rebecca Laird. Submit a written critical reflection essay, approximately 1000-1250 words in length, on the reading **no later than Tuesday, October 9**.

E. Read a book of your choice dealing with the history of the Church of the Nazarene or the Wesleyan/Holiness roots of the church (see the attached bibliography for suggestions). Submit a written critical reflection essay, approximately 1000-1250 words in length, on the reading **no later than Tuesday, November 6**.
F. Read *A Century of Holiness Theology: the Doctrine of Entire Sanctification in the Church of the Nazarene, 1905-2004* by Mark Quanstrom. Submit a written critical reflection essay, approximately 1000-1250 words in length, on the reading no later than Tuesday, November 20.

G. Read the Church of the Nazarene *Manual, 2009-2013*, pp. 5-174, 180-194. This material will be tested on the second exam (see below).

**INSTRUCTIONS FOR CRITICAL REFLECTION ESSAYS**

Each of the critical reflection essays on assigned books referred to above ought to be approximately 1000-1250 words in length. The essays should include a brief summary of the content of the book, but their main purpose is not summarization. Their main purpose is to interact critically with the content of the book. Expected content would include: noting the author’s thesis (or theses) concerning the material presented; highlighting of the most important ideas, developments, or persons discussed in the book; discussion of the implications of the material presented by the book for understanding the history of the Church of the Nazarene; discussion of the implications of the material presented for the Church of the Nazarene and its life today; discussion of your own personal reactions to the material presented in the book, questions the book raises for you, and ways in which the book challenges, confirms, confuses – or generally affects your understanding of the Church of the Nazarene.

H. Prepare for and complete two exams. The first will be available on Moodle during the week of October 29-November 3. The second will be available on Moodle during the week of December 11-17.

**INSTRUCTIONS FOR EXAMINATIONS**

Specific instructions for both examinations will be given by the professor in class in advance of the administering of the exams.

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>39</td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>62</td>
</tr>
<tr>
<td>Writing</td>
<td>25</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>0</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>135</strong></td>
</tr>
</tbody>
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**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 instructor. **All assignments are due by 11:55 p.m. of the day on which the assignment is due.**

**Form and Style Expectations**

There is no mandatory “style sheet” for this class. You are, however, expected to use one of the standard style manuals and to follow it consistently. 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 required written work is to be submitted on the course site on NTS Moodle by 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) overdue. **Missed exams may only be made up if arrangements are made with the professor in advance, and for an extremely serious reason or reasons.**

**Course Grading**

For all written work, the following criteria are employed and 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 evidences careful preparation and meets the minimum expectations of the assignment; 3) **“C” quality work** – 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 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.
FINAL GRADES IN THE COURSE WILL BE BASED ON THE FOLLOWING WEIGHTING OF ASSIGNMENTS:

1. Regular attendance and consistent informed participation in class discussion and other learning activities counts **10%** of the final grade.
2. The four critical reflection papers over assigned reading together count **50%** of the final grade.
3. The two examinations together count **40%** 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 which have been beneficial for the student in the past.

**Class Attendance**

If you must be absent because of extenuating circumstances, please contact the professor as soon as possible to discuss the situation. **Students that miss more than 20% of class sessions may have their grade in the course significantly reduced. 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.

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COURSE CALENDAR

Sept. 11-18  
I. The Nazarene Family Tree – Our Roots in Christian History  
   A. Christian, Protestant, Wesleyan, and Holiness  
   B. American  
   C. Methodist

Sept. 18-Oct. 2  
II. The Holiness Awakening of the 19th Century  
   A. Methodist Antecedents  
   B. Pre-Civil War Holiness “Awakening”  
   C. Post-Civil War “Organized Holiness”

Oct. 9-16  
III. The “Church Question” and the “Proto-Nazarenes”  
   A. The Chronology of Separation  
   B. The non-American Link  
   C. The Impulse for Union

October 22-26  
READING AND RESEARCH WEEK (NO CLASSES)

Oct. 30-Nov. 6  
IV. Possibilities and Problems of Union  
   A. 1907 Merger  
   B. 1908 Merger  
   C. Post-1908 Unions

Nov. 6-13  
V. Building the Structure of Organization and Defining the Nazarene “Mission to the World”  
   A. Evangelism and Missions  
   B. “Compassionate Ministries”  
   C. Education
VI. Called Unto Holiness in An Ever Changing World: Nazarenes Seek Their 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. Nazarene Organization and Manual

A. The Development and Structures of Organization
B. Doctrine
C. Ethics of the “Holy Life”

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SELECTED BIBLIOGRAPHY FOR READING REPORTS

I. Holiness Movement, Methodism, and Background to Nazarene History

Brauer, Jerald C., PROTESTANTISM IN AMERICA.
Hudson, Winthrop S., AMERICAN PROTESTANTISM.
Noll, Mark A., THE WORK WE HAVE TO DO: A HISTORY OF PROTESTANTS IN AMERICA.
Hudson, Winthrop S. and John Corrigan, RELIGION IN AMERICA.
Wentz, Richard E., RELIGION IN THE NEW WORLD: THE SHAPING OF RELIGIOUS TRADITIONS IN THE UNITED STATES.
Dieter, Melvin E., THE HOLINESS REVIVAL OF THE 19TH CENTURY.
Heath, Elaine A., NAKED FAITH: THE MYSTICAL THEOLOGY OF PHOEBE PALMER.

Langford, Thomas A., PRACTICAL DIVINITY: THEOLOGY IN THE WESLEYAN TRADITION.
Peters, John L., CHRISTIAN PERFECTION AND AMERICAN METHODISM.
Raser, Harold E., PHOEBE PALMER, HER LIFE AND THOUGHT.
Smith, Timothy L., *REVIVALISM AND SOCIAL REFORM IN MID-19TH CENTURY AMERICA.*

White, Charles E., *THE BEAUTY OF HOLINESS: PHOEBE PALMER AS THEOLOGIAN, REVIVALIST, FEMINIST, AND HUMANITARIAN.*

Wigger, John H., *TAKING HEAVEN BY STORM; METHODISM AND THE RISE OF POPULAR CHRISTIANITY IN AMERICA.*

**II. Nazarene History**

**Surveys**

Chapman, James B., *HISTORY OF THE CHURCH OF THE NAZARENE.*


Redford, M.E., *THE RISE OF THE CHURCH OF THE NAZARENE*  
Smith, Timothy L., *CALLED UNTO HOLINESS, Volume 1: THE NAZARENES, THE FORMATIVE YEARS.*

**“Biographies” and “Autobiographies”**

Bangs, Carl, *PHINEAS BRESEE: HIS LIFE IN METHODISM, THE HOLINESS MOVEMENT, AND THE CHURCH OF THE NAZARENE.*

Brickley, Donald, *MAN OF THE MORNING.* (About Bresee)

Cagle, Mary Lee, *LIFE AND WORK OF MARY LEE CAGLE: AN AUTOBIOGRAPHY*

Girvin, E.A., *PHINEAS BRESEE: A PRINCE IN ISRAEL.*


Ingersol, Stan, *NAZARENE ROOTS; PASTORS, PROPHETS, REVIVALISTS, REFORMERS.*

Irick, Emma, *THE KING’S DAUGHTER.*

Jernigan, C.B., *PIONEER DAYS OF THE HOLINESS MOVEMENT IN THE SOUTHWEST.*

Robinson, Bud, *MY LIFE’S STORY.*

Strickland, William J. with H. Ray Dunning, *J.O. MCCLURKAN: HIS LIFE, HIS THEOLOGY, AND SELECTIONS FROM HIS WRITINGS.*

Strickland, William J. and H. Ray Dunning, *CRUCIFIED WITH CHRIST: THE LIFE AND MINISTRY OF WILLIAM MARVIN GREATHOUSE.*

Wilson, Mallalieu, *WILLIAM C. WILSON: THE FIFTH GENERAL SUPERINTENDENT.*

Wiseman, Neil, editor, *TWO MEN OF DESTINY.* (Combines ROY T. WILLIAMS, SERVANT OF GOD by G.B. Williamson and JAMES B. CHAPMAN: SPIRIT-FILLED by D. Shelby Corlett)
The Church Outside the U.S.
Cunningham, Floyd T., HOLLINESS ABROAD: NAZARENE MISSIONS IN ASIA.
Ford, Jack, IN THE STEPS OF JOHN WESLEY: THE CHURCH OF THE NAZARENE IN BRITAIN.
Hightower, Neil, editor, LOVE DOES THAT: THE STORY OF THE NAZARENES IN CANADA.
Parker, J. Fred, FROM EAST TO WESTERN SEA: A BRIEF HISTORY OF THE CHURCH OF THE NAZARENE IN CANADA.

Sharpe, George, A SHORT HISTORICAL SKETCH OF THE CHURCH OF THE NAZARENE IN THE BRITISH ISLES.
Whitelaw, David P., A HISTORY OF THE CHURCH OF THE NAZARENE IN SOUTH AFRICA.

History of Movements and Institutions
Benson, John T., Jr., A HISTORY OF THE PENTECOSTAL MISSION, 1898-1915.
Cameron, James R., EASTERN NAZARENE COLLEGE: THE FIRST FIFTY YEARS.
Cameron, James R., CHURCH ON THE CAMPUS. (History of Wollaston Church of the Nazarene)
Kirkemo, Ronald B., FOR ZION’S SAKE: A HISTORY OF PASADENA/POINT LOMA COLLEGE.
McClain, Carl, I REMEMBER: MY 57 YEARS AT OLIVET NAZARENE COLLEGE.
Munro, Bertha, THE YEARS TEACH.
Raser, Harold E., MORE PREACHERS AND BETTER PREACHERS: THE FIRST FIFTY YEARS OF NAZARENE THEOLOGICAL SEMINARY.
Wynkoop, Mildred Bangs, THE TREVECCA STORY.
Theses and Dissertations

Dunning, H. Ray, *NAZARENE ETHICS AS SEEN IN THEOLOGICAL, HISTORICAL, AND SOCIOLOGICAL CONTEXT.*
Ingersol, Robert Stanley, *THE BURDEN OF DISSENT: MARY LEE CAGLE AND THE SOUTHERN HOLINESS MOVEMENT.*
Nees, Thomas G., *THE HOLINESS SOCIAL ETHIC AND NAZARENE URBAN MINISTRY.*
White, J. Timothy, *HIRAM REYNOLDS: PRIME MOVER OF THE NAZARENE MISSION EDUCATION SYSTEM.*
Williams, Paul A., *THE CHURCH OF THE NAZARENE IN CONTINENTAL EUROPE.*

“Issues” and Special Topics

Cook, R. Franklin and Steve Weber, *THE GREENING: THE STORY OF NAZARENE COMPASSIONATE MINISTRIES.*
Cowles, C.S., *A WOMAN’S PLACE? LEADERSHIP IN THE CHURCH.*
Hunter, Fannie McDowell, *WOMEN PREACHERS.*
Johnson, Jerald D., *THE INTERNATIONAL EXPERIENCE.*
Oord, Thomas J., editor, *GENERATION XERS TALK ABOUT THE CHURCH OF THE NAZARENE.*
Perkins, Phyllis, *WOMEN IN NAZARENE MISSIONS: EMBRACING THE LEGACY.*
Tracy, Wes and Stan Ingersol, *HERE WE STAND: WHERE NAZARENES FIT INTO THE RELIGIOUS MARKETPLACE.*
Truesdale, Albert and Steve Weber, editors, *EVANGELISM AND SOCIAL REDEMPTION: ADDRESSES FROM THE 1985 COMPASSIONATE MINISTRIES CONFERENCE.*

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