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
Office: (816) 268-5489
Office Hours: Tuesday and Thursday, 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 the movements, persons, and ideas that shaped Christianity in America from colonial times to the Civil War.

Course Narrative & Rationale
This course exposes students to the main persons, ideas, movements and events that shaped Christianity in North America (principally that part that became the United States) from the period of European exploration and settlement through the early nineteenth century.

Continuities and discontinuities between North American Christianity in this period of history and the broad stream of Christian history that precedes it, as well as the many interconnections between Christianity and society in the developing United States, are examined so that the distinctive nature of American Christian experience and practice may be recognized, understood, and critically evaluated. A variety of primary and secondary sources for studying and understanding the history of Christianity in North America are introduced for reading, research, and reflection.
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 an understanding of the contemporary environment in which Christians live out their faith today.

**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.”

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 learn the broad outlines of the story of Christianity in North America (mainly the U.S.) from the period of European exploration and settlement through the early nineteenth century (demonstrated through examinations, critical reflection papers on assigned reading, class discussion, and semester research project).

2. Students will develop the ability to tell this story accurately and with critical insight into historical processes (demonstrated through examinations, critical reflection papers on assigned reading, class discussion, and semester research project).
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, class discussion, and semester research project).

4. Students will develop the ability to use the story as a resource for understanding the context and shape of contemporary Christian life in the United States (*demonstrated* through examinations, critical reflection papers on assigned reading, class discussion, and semester research project).

5. Students will acquire resources to enter into a critical and fruitful conversation with Christians from the past in order to be able to appropriate the historical heritage of the church as a resource for responsible and faithful Christian life and 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).

**Required Texts & Course Materials**

2. *A Documentary History of Religion in America to 1877*, Edwin S. Gaustad and Mark A. Noll, editors.
4. *Articles* (various authors – available on NTS Moodle).

**Course Outline**

I. The American Context: the Old and the New  
II. The Puritan Movement/Heritage  
III. The Great Awakening  
IV. Rational Religion and Revolutionary America  
V. Revival, Reform, and the Growth of Popular Evangelicalism  
VI. New Religious Movements in the Early Nineteenth Century

**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.

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 6 written reflection essays).*

**INSTRUCTIONS FOR CRITICAL REFLECTION ESSAYS**

Each of the critical reflection essays referred to above ought to be approximately 1000-1250 words in length. The essays should include a brief 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 books, articles, etc.). Expected content would include: noting the author or authors’ thesis (or theses) concerning the material presented; highlighting the most important ideas, developments, or persons...
discussed in the book (and some indication of why you consider these the most important); discussion of the implications of the information presented by the assigned material for understanding the history of Christianity in the US; discussion of the implications of the information presented by the assigned material for understanding Christianity in the US today; discussion of your own personal reactions to the material 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 American Christianity.

Most reading assignments include reading in more than one source. Students should thus make an effort to interact to some extent with each of the sources assigned.

3. Completion of two written examinations. These examinations will be available on Moodle. The first will be available during the week of October 29-November 4. The second will be available during the week of December 13-19. One will be given at about mid-semester and the second will be given during final exam week at the end of the semester. These examinations will be largely essay in form and specific instructions concerning preparation for them will be given in class by the instructor after the beginning of the semester.

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 influential in the history of Christianity in North America during the time period covered by the course. This gives one an opportunity to do concentrated research on one particular important person – to explore their personal biography, to understand the ideas they embraced and propagated, and to assess their role in and impact upon American Christianity. Choice of the person and appropriate selections of their published work should be done in consultation with the professor. Representative work of the person chosen should be read carefully, together with appropriate secondary sources, and then reported on in an essay approximately 2500-3000 words in length. Part of the essay should be an exposition of the work (or works) read in your own words. Part of the essay should be a critical appraisal of the person’s work. This section should consider such matters as: how the person and their work fit into the historical context to which they belong; the degree to which their work is (or is not) a competent and faithful expression of Christian truth; the most important ways the author and his/her ideas and work influenced Christianity in the United States; the relevance (if any) of this person and their work for today.

B. A research paper on some aspect of the history of Christianity in the United States in the period prior to the American Civil War. This gives one an opportunity to investigate a broad topic in some detail. One might investigate: a particular event or the interrelationship between several historical events; a particular matter of doctrine or practice; the rise of a particular religious movement or group; the details of the development of a particular religious movement or denomination within a defined period of time; analyze some issue of contemporary church life or ministry in relation to the historical period covered by the course; etc. Choice of a suitable topic should be done in consultation with the professor. Research should be reported on in an essay approximately 2500-3000 words in length.
Either option should include a bibliography and should consistently follow one of the standard forms for theses and term papers. The most current Turabian style manual is always an excellent choice.

Please see the list of “Some Possible Topics for Term Projects” at the end of the syllabus for some thought starters for this assignment.

### Distribution of Student Learning Hours

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<thead>
<tr>
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<th>hours</th>
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<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>39</td>
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<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
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<tr>
<td>Reading</td>
<td>37</td>
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<tr>
<td>Writing</td>
<td>30</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>24</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>6</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>136</strong></td>
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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 critical reflection papers on the assigned reading are due by 1:00 p.m. of the day on which the assignment is due. The semester research project is due by 11:55 p.m. of the day on which this assignment is due.

### 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 papers are to be submitted on the course site on NTS Moodle by no later than 1:00 p.m. of the day on which the assignment is due. The semester research project 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) 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 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 participating in class discussion and other learning activities counts **15%** of the final grade.
2. The reading reports (6) together 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 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.
### COURSE CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Sept. 6-13</td>
<td>I. The American Context: the Old and the New (Thursday, Sept. 13 – discussion; critical reflection essay #1 due)</td>
<td>Text, 1-50</td>
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<td>Ga/Noll, 1-62</td>
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<td>Text, 1-50</td>
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<td>Ga/Noll, 51-97</td>
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<td>Articles</td>
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<td></td>
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<td>Text, 98-141</td>
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<td>Ga/Noll, 160-193</td>
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<td>Articles</td>
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<td>Sept. 13-27</td>
<td>II. The Puritan Movement/Heritage (Tuesday, Oct. 5 – discussion; critical reflection essay #2 due)</td>
<td>Text, 51-97</td>
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<td>Ga/Noll, 63-159</td>
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<td>Oct. 4-18</td>
<td>III. The Great Awakening (Thursday, Oct. 18 – discussion; critical reflection essay #3 due)</td>
<td>Text, 98-141</td>
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<td>Ga/Noll, 160-193</td>
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<td>Articles</td>
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<td>Nov. 1-15</td>
<td>IV. Rational Religion and Revolutionary America (Thursday, Nov. 15 – discussion; critical reflection essay #4 due)</td>
<td>Text, 142-181</td>
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<td>Ga/Noll, 195-271</td>
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<td>Hatch, 3-46</td>
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<td>Nov. 15-29</td>
<td>V. Revival, Reform, and the Growth of Popular Evangelicalism (Thursday, Nov. 29 – discussion; critical reflection essay #5 due)</td>
<td>Text, 182-212</td>
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<td>Hatch, 49-112, 125-160</td>
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<td>Thursday, Nov. 25</td>
<td>READING AND RESEARCH WEEK – NO CLASS</td>
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<td>Ga/Noll, 328-370</td>
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<td>Hatch, 113-122, 162-226</td>
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</tbody>
</table>

U.S. Thanksgiving Day – NO CLASS
SOME POSSIBLE TOPICS FOR TERM PROJECTS

A. CRITICAL ESSAY

B. RESEARCH PAPERS
1. The Influence of Jonathan Edwards on American Theology
2. The Impact of the Great Awakening on the American Churches
3. Religion and the Enlightenment in Colonial America
4. Christianity and the American Revolution
5. Church and State in America through the End of the 18th Century
6. Lyman Beecher and the "Evangelical Protestant Consensus"
7. Charles Finney and Jonathan Edwards on Revival: A Comparison
8. Majority and Minority: The Shape of Religious Pluralism in Pre-
   Civil War America
9. Christian Missions to Native Americans in Pre-Civil War America
10. Puritanism and Witchcraft “Mania” in Late 17th Century New England