THE830 — Ecclesiology Module
Spring 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 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: Timothy Crutcher, S.T.D./Ph.D. Email: tcrutche@snu.edu
Office: (405) 491-6367
Office Hours: MWF 1-3pm or by appointment

Catalog Description
This seminar course will examine the being and mission of the Church by focusing on two basic questions: What is the Church? What on earth is the Church for? Specific attention will be given to John Wesley’s ‘missional-ecclesiology’ and how he ‘connected’ the being and mission of the Church with the Trinitarian category of koinonia and the ‘means of grace.’

Course Narrative & Rationale
Ecclesiology has been a historically neglected facet of constructive theology in Evangelical and Protestant circles, even among Wesleyan-Holiness churches (for example, the Church of the Nazarene only added a statement about the Church to its statement of faith at the 1989 General Assembly). However, interest in this area of theology, along with a recognition of its importance, has been steadily growing since then. This course will purpose reflections on the nature, character and mission of the church as an enterprise in constructive theology, driven by
a Wesleyan theological method. Prior to the in-class modules, students will reflect on the biblical testimonies about the church and how various parts of the church through history and across the world have worked with those biblical threads and added their own perspectives. The students will then bring these biblical and historical pieces to the seminar with an eye to synthesizing them into constructive and coherent theological proposals. The first four sessions will be structured around the creedal themes of the church’s oneness (including the concept of koinonia), holiness, catholicity, and apostolicity (including the church’s missional nature). The remaining four sessions will focus on those areas of ecclesiological reflection that the students themselves determine to be most important. The overarching goal is to empower the students to think faithfully and critically about the church and to articulate those areas of reflection that have proven enduring through the church’s history as well as areas that still need theological attention.

**Degree Objectives**

This course is particularly directed at the following degree objectives of the M.Div. program:

2. Articulation of the knowledge of this God through prayerful, scholarly study and a deepening understanding of the Christian Scripture of the Old and New Testaments, exhibited in the following outcomes; the student will:
   - c. Identify key theological themes as they arise from Scripture (namely, themes about the church)

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. Appropriately 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

**Course Outcomes**
The overarching goal of this course is to equip students with sufficient background information and sufficient theological tools to productively engage the theological conversation on the church’s self-understanding. Toward that goal, the course has been designed so that students will be able

1. To articulate the biblical basis of the church’s self-reflection, including the way the focus on Jesus as the Christ shapes the way a post-Jesus “People of God” relates to a pre-Jesus “People of God. [A1, A2, A5]
2. To demonstrate an understanding of how the themes that arise from the Bible and the early church’s experience were subsequently shaped by new historical circumstances and pressures. [A1, A3, A5]
3. To identify some key themes that continue to be important for the church’s ongoing reflection on itself and to contribute something to that reflection. [A1, A4, A5, A6, A7]

**Church of the Nazarene COSAC Competencies**

While not a COSAC mandated course, this course fulfills parts of the following COSAC requirements: CN14, CN19, CN22

**Required Texts & Course Materials**


**Recommended Texts & Course Materials**

The following texts would be use, but no reading from them is required:


**Course Outline**

I. Biblical Foundations of Ecclesiology (pre-module work)
II. Historical Foundations of Ecclesiology (pre-module work)
III. Theological Explorations of Ecclesiology (module work)
   a. Church as One
   b. Church as Holy
   c. Church as Catholic
d. Church as Apostolic
e. Four other ecclesiological topics as determined by student exploration and interest

IV. Application of Ecclesiology (post-module work)
   a. Critical engagement with concrete theological proposals about the church
   b. Exploration of a significant ecclesiological issue that could shape how we do church.

Course Assignments & Requirements

Pre Module Work

1. On-line discussions—Each student is expected to participate in the various on-line discussions the will lead into and follow from the face to face seminar. While individual posts will not be graded, each student is expected to spend a minimum of an hour each week in constructive dialogue on the various issues that are raised and contribute between 500-750 words a week to the ongoing discussions. Students will be individually warned if their participation is low. If a word tally at the end of the course reflects a significant disengagement from those on-line discussions, the professor may lower a student’s final grade by one full grade letter.[O1, O2, O3]

2. Inductive Biblical Study on the Church—Using concordance-type tools, but no outside research, each student will explore the New Testament in order to answer the following question: “What are the outlines of a New Testament perspective on the Church (or the post-Jesus ‘people of God’)?” The student is free to focus on whatever happens to capture his or her attention in the biblical presentation about the Church, but part of their answer must include a discussion of the relationship between the Church (or the post-Jesus ‘people of God’) and Israel (or the pre-Jesus ‘people of God’). The answer to this question will be presented in an eight-page (about 2,000 word) document—with appropriate biblical references but only the minimally necessary biblical quotes—designed to be discussed with fellow students on-line. This document must be posted by the end of the second week of pre-module work. [O1]

3. Historical Reflection—Based on his or her reading of the Prusak text and the “Historical” section of the Karkkainen text, each student will articulate and explore what he or she thinks are the five (5) most significant differences in self-understanding as the church moves through history. Students are encouraged to think both in terms of differing theological conclusions between different groups and different epochs but also differences in starting assumptions or premises that shape differences in conclusion. These findings will be presented in an eight-page (about 2,000 word) document designed to be discussed with fellow students on-line. This document must be posted by the end of the fourth week of pre-module work.[O2]

4. Module Discussion Proposal—From the New Testament and Historical reflections required above, as well as a reading of the rest of Karkkainen’s Introduction, each student will prepare and submit by the Friday before the module begins (5pm on 3/29) a five-page document proposing four topics for discussion that could potentially provide a focus for four “sessions” of the module (Wed. afternoon, Thurs. morning, Thurs.
afternoon, and Friday morning). These proposals will be given as four instances of the following argument: “We should devote a session of our discussions to ‘X’ because.....”. Each proposal should include an explanation of the topic proposed and at least three reasons why (cited as necessary) the student deems those topics to be the most pressing ones the church faces today in terms of its self-reflection. *(Nota bene: Since the topics of the church’s Unity, Holiness, Catholicity and Apostolicity are already given, they are not ones that these proposals can address.)*

**Module Work**

5. Participation in Module Discussions (15% of final grade)—Engaged participation in the seminar is expected of all students. Each student will be given a daily grade for participation that reflects the range of knowledge and insight contributed to that day’s discussion. [O1, O2, O3]

**Post-Module Work**

6. Critical Book Review of Dulles’ Models of the Church—As one demonstration of the theological wisdom acquired as a result of the pre-module reading and research and the module discussions, each student will write a critical book review, such as might be appropriate for scholarly journal, of Dulles’ Models of the Church. The book review should succinctly summarize Dulles’ main points and critically interact with them, affirming, evaluating, and critiquing as appropriate. This review should be about 1,500 words (about 6 pages) and is due. [O3]

7. Final Exam: A Concrete Theological Proposal for Ecclesiology—The final exam for this course is a research essay in which the student will over a carefully argued proposal for contemporary ecclesiology. This essay should focus on one clearly-stated claim, defend that claim with biblical and historical evidence, and argue for it (and against possible objections) using good theological reasoning. The central claim must be offered by the end of the third week following the module, and the student is expected to reflect the on-line discussions of that claim in the production of the final essay, which will be due at the end of the last week of class. This final essay should be about 8 pages (~2,000 words). [O3]

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th></th>
<th>pre-module hours</th>
<th>module hours</th>
<th>post-module hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td></td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>27</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Writing</td>
<td>37</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>70</td>
<td>32</td>
<td>45</td>
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147
**Method for Submitting Assignments**

All written assignments are to be submitted electronically. For most assignments, a place on Moodle will be opened through which the student can upload the assignment. Those assignments not delivered through Moodle must be emailed to the professor. No hardcopies are required, and submission of a hardcopy does NOT take the place of an electronic submission.

**Form and Style Expectations**

All written material is expected to comply with one of the following three standards of style and citation: Turabian, MLA, or APA. The student is free to choose which style they prefer, but that style must be used consistently throughout all the students’ work.

**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**

In a compressed delivery course such as a module, all work must be completed on time for the student to fully benefit from the class experience. Pre-module work is due on the first day of class and may not be made up for any reason whatsoever. Post-module work will be accepted up to a month after it is due, but with a full letter grade penalty assessed. After one month, no late work will be accepted for any reason whatsoever.

**Course Grading**

- Inductive Bible Study— 20%
- Historical Reflection— 20%
- Module Discussion Proposals— 10%
- Module Participation— 15%
- Critical Book Review— 15%
- Final Exam Essay— 20%

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.

**Class Attendance**

Attendance at classes is essential for realizing the maximum benefit of your education. Given the compressed nature of a module-format class, there are only small margins of tolerance for non-attendance. If as student must be absent because of extenuating circumstances, she or he must contact the professor as soon as possible to discuss the situation. If a student is absent for 8 hrs. of the module week or is absent four or more weeks of the pre/post module engagements online, 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>Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/17-2/23</td>
<td>1</td>
<td>Start Inductive Bible Study on Church</td>
</tr>
<tr>
<td>2/24-3/2</td>
<td>2</td>
<td>Write out and post results of Inductive Bible Study, begin online discussions on the biblical perspective on the church</td>
</tr>
<tr>
<td>3/3-3/9</td>
<td>3</td>
<td>Read Prusak text 1-3, begin preparing historical reflection on the church, continue discussion on the biblical perspective on church.</td>
</tr>
<tr>
<td>3/10-3/16</td>
<td>4</td>
<td>Prusak 4-7, Karkkainen Part One, Write out and post results of historical reflection, begin online discussion of the issues raised therein.</td>
</tr>
<tr>
<td>3/17-3/23</td>
<td>5</td>
<td>Reading and Research Week—No scheduled class activities</td>
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<tr>
<td>3/24-3/30</td>
<td>6</td>
<td>Read Karkkainen Parts Two and Three, prepare module discussion proposals, continue biblical and historical discussions.</td>
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<tr>
<td>3/31-4/6</td>
<td>7</td>
<td>Module week—participate in seminar discussions</td>
</tr>
<tr>
<td>4/7-4/13</td>
<td>8</td>
<td>Read Dulles, begin critical book review</td>
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<tr>
<td>4/14-4/20</td>
<td>9</td>
<td>Complete critical book review, begin on-line discussions of Dulles</td>
</tr>
<tr>
<td>4/21-4/27</td>
<td>10</td>
<td>Begin Final Exam Essay, continue on-line discussions of Dulles</td>
</tr>
<tr>
<td>4/28-5/4</td>
<td>11</td>
<td>Finish and post first draft of Final Exam Essay</td>
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<tr>
<td>5/5-11</td>
<td>12</td>
<td>On-line Discussions of First Draft of the Final Exam Essay</td>
</tr>
<tr>
<td>5/12-18</td>
<td>13</td>
<td>Continue on-line discussions of Final Exam Essay, Begin preparing final draft of that essay, Course Evaluations Due</td>
</tr>
<tr>
<td>5/19-25</td>
<td>14</td>
<td>Complete and post final draft of Final Exam Essay</td>
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