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

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Office: (816) 268-5486
Office Hours: By appointment
**Catalog Description**

A study of the development of Christian doctrine from the Early Church up to the end of the medieval period, according to what the Church has believed, taught and confessed. The Church's Faith (dogma) will be examined particularly through the Creeds of Christendom.

**Course Narrative & Rationale**

This module course, through lectures, readings, papers, and group work will examine the grammar of the Church's Faith by listening to what the “Church has believed, taught and confessed on the basis of the Word of God.” (Pelikan) In other words, what the Church believes, teaches and confesses is always, and in all ways, dependent upon the Word who is the Triune God: Father, Son and Holy Spirit; i.e., the One who was, who is, and who will always be, the Speaker of the One Word who was in the beginning with God, and was God, and who became flesh 'for us and our salvation.'

Now, the Good News of the Gospel is that the One who Spoke the Word and became human so that we might become divine (theosis) is now embodied in a tradition (“the living faith of the dead”) that is the 'one,' 'holy,' 'catholic' and 'apostolic' Church. The Church is the new epiphany of the Triune God. God has chosen the Church that is the very Body of Christ to bear witness to the Gospel and the irruption of God's Kingdom on earth as in heaven. And so, at Pentecost, the birthday of the Church, God "gathered" up the whole people of God into the very economy (oikonomia) of God's grace, or household of God, to share in the koinonia of God's mission. By the same gathering breath of the Spirit, God "sends" us back into the world to be a “sacrament of God's new and unending life for the world.” (Schmemann)

The Church's heritage is the Story of the family who lives in God's house. So essentially, to learn of the Church's Faith, Tradition and Story, is to come to "know" through the “grammar of her Faith,” (Lindbeck) her Doctrine(s) that the Name of God is Father, Son and Holy Spirit, and that the Name of God is the Nature of God—God is Love. (Wesley) This kind of knowledge comes wrapped in
the Gospel who is Christ, and by way of the Holy Spirit pouring Triune love into our hearts. This kind of love is a contagion that cannot be kept secret!

To listen to the Church's heritage is to listen to our family and hear God the Father, Son, and Holy Spirit call us to share in God's Story. This is a call to partake of the very nature of God by participating in God's mission to rectify the whole creation back into God's glory. Let us then, in the study of this course, pay careful attention to "how" God has Spoken God's very Name, and gathered us into God's very Nature, into the very fellowship of God's triune life by giving us God's Holy Love and then breathing us back out into the fellowship of God's mission. This, I believe, is what it means to listen to what the Church "believes, teaches and confesses on the basis of the Word of God."

We are, however, stubbornly indifferent to the fact that those who do not listen, learn, understand and even embrace their past, their inclusion into God's Story, are doomed to have it haunt them at a level below their conscious and responsible levels of involvement with the present and the future. Hence, as Goethe once said: "What you have as heritage, take now as task, for thus you shall make it your own."

**Degree Objectives**

**M.Div.**

1. The articulation of the knowledge of this God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments.

2. 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 practices of Christian spirituality, ethics and ministry.

3. The growth of mature self-awareness and self-understanding as flawed human beings, reconciled to God and to each other within the Christian community, who are being transformed into the perfect likeness of Christ, filled with his Spirit, and gifted for the service of humanity.

4. 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.

Course Outcomes

Upon successful completion of the course you will have (R = Course requirement directed toward achieving objective):

1. Demonstrated a theological method for thinking with the dogma of the Church’s Faith. (R1, R2, R3, R4, R5)
2. Demonstrated a working knowledge and ability to exegete—“correct & fulfill”—one’s ecclesial Tradition with the doctrines of the Christian Faith. (R1, R2, R3, R4, R5)
3. Demonstrated a basic grasp of the necessary synergy between Doctrine -- "grammar of faith"-- and 'Participation in God.' In other words, there is a necessary interplay between the 'law of prayer'—Lex Orandi—and the 'law of faith/belief’—Lex Credendi. Our Creeds—confessions of faith have come to us in this way. (R1, R2)
4. Demonstrated an understanding that the nature of Doctrine is akin to the nature of the Gospel and the Salvation that comes to us in Word made Flesh. Essentially, to see Doctrine and Salvation as inseparable is analogously expressed in the soteriologic of 1 John where to “know” God is to “love” God. (R1, R2, R3, R4)
5. Demonstrated an understanding that the Church’s vision of the Triune God is central to the Dogma & Doctrine(s) of the "one," "holy," "catholic," and “apostolic” Church. (R1, R2)

Required Texts & Course Materials (721 pages)


Forum Course Outline & Book Digest Reflection Papers

***Each Day comprises the assigned reading for your Book Digests. Five Days & Five Book Digest Reflection Papers.***

Reformation of Church and Dogma (1300-1700)

Total Pages: 385

Day 1: Doctrinal Pluralism in the Later Middle Ages
- Vol. 4:1-68.

Day 1: One, Holy, Catholic, and Apostolic
- Vol. 4:69-126.

Day 2: The Gospel as the Treasure of the Church
- Vol. 4:127-182.

Day 2: The Word and the Will of God
- Vol. 4:183-244.

Day 3: The Definition of Roman Catholic Particularity
- Vol. 4:245-303.

Day 3: Challenges to Apostolic Continuity
- Vol. 4:304-331.

Day 3: (Week 6): Confessional Dogmatics in a Divided Christendom
- Vol. 4:332-385.
Day 4: The Crisis of Orthodoxy East & West
   □ Vol. 5:1-59.

Christian Doctrine & Modern Culture (since 1700)
Total Pages: 336

Day 4: (Week 9): The Objectivity of Transcendent Revelation
   □ Vol. 5:60-117.

Day 4: (Week 11): The Theology of the Heart
   □ Vol. 5:118-173.
Day 5: (Week 12): Foundations of the Christian Worldview
Day 5: (Week 13): The Definition of Doctrine
   □ Vol. 5:227-281.
Day 5: (Week 13): The Sobornost of the Body of Christ

Total Pages of Reading: 721

Pre-Module Assignments

1. Pre-Course Reading From the Course Outline, all two volumes of Jaroslav Pelikan's "The Christian Tradition" must be read in their entirety before the first day of class. This is absolutely essential to the Class Forum. Volume 4 of Pelikan must be read in its entirety by the end of week 2. Volume 5 of Pelikan must be read in its entirety by the end of week 4. All five of the Critical Book Digest Reflection Papers are due at the end of week 5 on Friday, January 24, 2014.

2. Class Forum (Outcomes 1-5) & Book Digest Reflection Papers

Class participation is crucial. To assist in this process, each Day of this One-Week Module you will be required to prepare for, and participate in, the Class Forum as outlined in the reading from Pelikan in the Course Outline. Each Day, one hour of the class will be devoted to the readings as outlined in Jaroslav Pelikan. In addition to the reading, every student is to write a total of 5 Book Digest Reflection Papers consisting of no more than 1-2 pages. Each Day and the assigned reading from the Forum Outline, represents the subject(s) for
each Book Digest Reflection Paper. These should be completed and uploaded into Moodle by Friday, January 24. Since this is “Pre-Module” work, NO LATE WORK WILL BE ACCEPTED! It is absolutely imperative that all the reading and all 5 Book Digests be submitted by Friday, January 24, 2014. A set of questions to guide in the reading will be made available in Moodle. These questions are merely meant to serve as a primer and guidepost in your reading and reflections. Your short Book Digest Reflection Papers from the assigned reading for each Day is not meant to be an ‘Answer’ to these guide questions. The Class Forum will be a time for everyone to discuss from those hand out questions and the subject(s) of the readings. As you progress in your reading and understanding, your written answers and class reflections should also work toward implementing and reflecting on the Outcomes that have been designed to govern the course. To better understand how I will assess the quality of your written reflections and class participation, take a look at my comments under A Word About Grading. The totality of your Class Forum Participation (written reflections and class conversation) will constitute 1/3rd of your final grade.

Course Assignments & Requirements

3. There will be one Comprehensive Final Take Home Exam (Outcomes 1-5) that is critically reflective and synthetic in nature. As this Exam attempts to answer the specific questions that make up this exam, every synthetic response to these questions should not only be written to properly cover necessary content, but they should also be carefully written to demonstrate the Outcomes that have been designed to govern this course. This will be given at the end of the semester. The content of this exam will cover all the class readings, lectures and Class discussion. This exam will be posted and available one week prior to the close of the class. This exam will comprise 1/4th of your final grade. This Final Take Home Exam is due on Friday, February 28, 2014. (11:55pm)

4. A Research Group Paper – RGP – (Outcomes 1-2,4) on a potential doctrine and/or figure from the historical/theological outline above. For example, “Was Zwingli taking the Reformation too far with his ‘memorial’ stance on the Lord’s Supper? How does Anselm’s Cur Deus Homo reflect the prevailing view of grace and atonement? What is the most basic difference between Luther and Calvin on the Christian life? Was the English Reformation really more political than religious? What is the basic difference between Barth
and Schleiermacher? Or, what was the Nein all about with Barth and Brunner? Once your thesis has been formulated, the Research Group should work collaboratively in thinking through the historical, theological, philosophical, and of course biblical issues associated the question. How did the Church resolve the question in her teaching, believing and confession? What are the ramifications of this confession and orthodoxy for the Church today? What are the contemporary expressions and issues of these orthodoxies and heresies of the local Church? How? Why?

Here is a historical/theological outline with potential topics from which you may choose and develop the Doctrinal themes inherent in these topics:

- **The Medieval Synthesis**

- **The Reformation:**
  1. Dissolution of the Medieval Synthesis
  2. Luther’s Evangelical Thrust (the German Reformation)
  3. The Radical Reformation: Zwingli and the Anabaptists (the Swiss Reformation)
  4. The Formula of Concord (Phillip Melancthon)
  5. Calvin and Calvinism
  6. The English Reformation: Via Media
  7. The Roman Catholic Counter-Reformation

- **The Reformed Tradition:**
  1. Lutheran Orthodoxy
  2. Orthodox Calvinism

- **Puritanism and Related Movements:**
  1. Meaning and Characteristics
  2. Puritanism in 17th Century England
  3. Puritanism in New England
  4. The Quakers

- **The Rise of the Evangelical Revival:**
  1. The Pietist Movement (Philipp Jakob Spener; Nikolaus Zinzendorf)
  2. The Emergence of Methodism (John and Charles Wesley)
  3. The Great Awakenings
Theological and Religious Motifs in America:
1. American Protestantism
2. Revivalism
3. Denominationalism
4. Theological Transitions in American Methodism

The Enlightenment (The Age of Reason):
1. Rationalism
2. Deism

Liberal Trends and the Social Gospel:
1. Religious Experience: Schleiermacher
2. Biblical Criticism
3. Albrecht Ritschl
4. The Social Gospel: Walter Rauschenbusch

Theological Trends of the Nineteenth and Twentieth Centuries:
1. Existentialism (Kierkegaard, Bultmann)
2. Neo-Orthodoxy (Barth, Brunner)
3. The Liberal-Fundamentalist Controversy

Missions and Ecumenicity:
1. The Missionary Movement
2. The World Council of Churches
3. Pluralism

This research will be carried out in groups of no less than 4 and no more than 6 research participants. Each Research Group will be assigned to a MOODLE Discussion Forum. It is imperative that these Research Group Forums (along with chosen topics) be set up before the last day of our One-Week Module. Each Research Group should plan to participate in the MOODLE threaded discussion no less than 3 times a week. I will periodically drop into the threaded discussion. I may or may not offer response(s) to the ongoing dialogue. Part of your final grade will be determined by your responsible involvement that will be “documented” in the Moodle with each Research Group.

As you work through the issues pertaining to your Research Group Paper, you should also consider what it means to ‘correct and fulfill’ the Tradition of the Church, and what theological method you are using that is in sync with the ‘Dogma of the Church’s Faith. Is your theological method of exegeting the Church’s Faith in step with the Gospel? Also, depending on the theme.
and the set of problems that you will seek to address, you should think about
the remainder of the Course Outcomes and ask yourselves, "How, why, and in
what ways do these Course Objectives inform and shape this Research
Group Paper?"

The final product of each Research Group will consist of a 20 page
typewritten research paper that is fully footnoted, with bibliography, table
of contents, and in Turabian format. This is a collaboratively earned grade,
unless the members of the group and the threaded MOODLE discussion
reveals that full online discussion and collaborative research and writing was
missing by individual students. If that is the case, then the student in
question will be dropped from the Research Group and asked to complete a
Research Paper of the same size on his/her own. This research assignment is
due on Friday, March 22, 2014. (11:55pm) This Research Group Paper
will constitute 1/3rd of your final grade.

The Research Group Paper will be assessed according to several basic categories
including the following:

a. Introduction/Clarity of Thesis (This criterion examines the student's
   ability to introduce the context, state the practical problem that
generated this research, and provide a clear thesis of the essay as well
as explain how the paper unfolds.)

b. Presentation (This criterion evaluates writing style, clarity of prose,
   basic grammatical and spelling competence, sentence and paragraph flow,
as well as headers for key sections of the paper.)

c. Description of Sources (This criterion evaluates the student's ability to
describe in her or his own language the position of the theologians cited.)

d. Comprehensiveness of Sources (This criterion evaluates the student's
   breadth of sources used in composing essays.)

e. Critical Engagement with Sources (This criterion examines whether a
   student's work has taken the step beyond mere description and critically
   engaged with the sources she or he has drawn upon by subjecting them to
   a critical theological analysis.)

f. Development of Position and a Coherent Theme (This criterion
determines not only if a student has critically assessed the sources and
arguments present in an essay, but also if he or she has done this through
the development of her or his own coherent position.)
g. Implementation (This criterion examines how well the paper has ‘actually’ integrated and synthesized the rationale of the thesis, its accompanying implications and the ‘way’ they are to be embodied and lived out in the Church.)

Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Forum Participation</td>
<td>42</td>
</tr>
<tr>
<td>Reading (2vols. of Pelikan—721 pages)</td>
<td>40.00</td>
</tr>
<tr>
<td>Research Group Paper (20 pages)</td>
<td>40</td>
</tr>
<tr>
<td>Book Digest Reflection Papers (5 -10 pages)</td>
<td>10</td>
</tr>
<tr>
<td>Take Home Final Exam (5 pages)</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>137</strong></td>
</tr>
</tbody>
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Method for Submitting Assignments

All assignments will be uploaded for this course in Moodle: https://moodle.nts.edu/login/index.php. Please use the assignments section of Moodle unless otherwise directed. Each assignment is to be submitted through its corresponding link in the Learning Unit. Under normal circumstances, assignments are NOT to be submitted as hard copy, via e-mail. Students should keep electronic copies of all work done for the course just in case they (or the professor) accidentally delete an assignment from the Grade book.

Form and Style Expectations
All written work—the Research Group Paper—should be formatted (and will be evaluated) utilizing Turabian, Kate L. “A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers,” 7th edition, revised by Wayne C. Booth, et al. (Chicago: University of Chicago Press, 2007).

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

Late posts receive a 20% daily reduction the week of the assignment. Posting after the assigned week will not be graded. All research/project work is due 11:59 PM of the date assigned. Late work without a valid reason (illness or death in family) is reduced by 15% the first week and an additional 10% each week following. No coursework may be submitted after the last day of the regular semester.

Policy on Incomplete Work

Only under the rarest of circumstances will the professor approve an incomplete. Only 'death in the family' or the 'prolonged illness' of the student will be considered as a justifiable cause for petition. For the most part, all other requests will not be considered. And yet, if the rarest of unforeseeable circumstances do arise, and those circumstances are the aforementioned ('death in the family' and 'prolonged illness'), then, and only then, may an incomplete be granted by the professor. And, if per chance the incomplete is to be granted for reasons other than 'death in the family' and 'prolonged illness,' it will be given with a letter grade penalty. For example, if the final grade earned in the class results in an A, and an incomplete was granted for other reasons besides 'death and prolonged illness,' then the final grade to be submitted to the registrar will be a B.

Course Grading
A Word about Grading: Evaluation in this kind of course, by its very nature, involves an element of subjectivity. It involves someone who has expertise in the field making a judgment on the kind of work you produce. That is a part of what you are paying for in this class. The primary factors I take into account in assessing “good solid graduate work,” the sort of work to which I assign a “B” are (1) ability to demonstrate a breadth and depth of understanding of the material engaged; (2) ability to engage this material in a critical way; (3) ability to exhibit how the material is related to a larger theological and ecclesial context. If you demonstrate a consistent ability to do these things in all your coursework, you can expect to receive a B. If you demonstrate consistent ability to do them incisively and with excellence, you can expect to receive an A. If you demonstrate an ability to do these things often, but not consistently, you can expect to receive a C. (Hence, I assume that a C means “average,” or “satisfactory” work. It does not mean “bad” or “unsatisfactory.”) If you seldom demonstrate an ability to do these things, you can expect to receive a D. The final grade will be computed using the following point scale.

Summary of Grading for Assignments:

Class Forum & Book Digests will constitute 1/3rd of your final grade.
Final Essay Exam will constitute 1/3rd of the final grade.
Research Group Paper will constitute 1/3rd of the final grade.

Grade Scale:

A 100-90
B 89-80
C 79-70
D 69-60
F 59-0

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. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for 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 for four or more weeks of the pre/post module, 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.

**Audio and Video Recordings**

In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.