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

Catalog Description
An examination of influential persons, ideas, movements, and events that have decisively shaped Christianity through the centuries from apostolic times to the present (NTS Academic Catalog, 2013-2014, p.79)

Course Narrative & Rationale
The primary purpose of this course is to provide students with basic familiarity with the historical development across the centuries of central beliefs, practices, and institutions of Christianity, as well as principal persons who have been influential in that history. It is assumed that students taking this course have little or no previous exposure to the systematic study of the history of Christianity.

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 of the Christian faith and understanding of the contemporary context in which ministry is carried out (see 2013-2014 catalogue, pp. 49-63). 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. A deep commitment to God and God’s Church . . . formed through an ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and . . . the life of the church.

C. MAICS
1. Knowledge of the Christian faith understood in its biblical foundations, historical development, and theological expressions . . . .
2. c. Describe the key persons and critical turning points in the history of the Christian mission.
3. Understanding of the factors that constitute the contexts in which the Church participates in the “missio Dei” . . . .

D. MATS
2. Knowledge of the major theological disciplines and their interrelationships . . . .
3. Ability to use the theological disciplines to reflect on and engage the world as informed, thinking, Christian persons. . . .

Course Outcomes
1. Students will gain knowledge of the basic facts necessary for understanding the broad outline of the history of Christianity from New Testament times to the present (demonstrated through “FAQs Assessments” and regular informed participation in class discussion).
2. Students will develop the ability to accurately tell the story of the church in broad outline, and to identify and describe the significance of major persons, ideas, movements and events in that story (demonstrated through “FAQs Assessments” and regular informed participation in class discussion). THIS OUTCOME DIRECTLY ADDRESSES “REQUIRED COSAC OUTCOMES” CN 24 AND CN 25.
3. 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 essay on Why Study the Past?, “FAQs Assessments,” group research/presentation project, and regular informed participation in class discussion).
4. Students will acquire a growing ability to use the historical heritage of Christianity as a vital resource for understanding the context of contemporary Christian life and ministry (demonstrated through “FAQs Assessments” group research/presentation project, and regular informed participation in class discussion).
5. Students will develop understanding of, and ability to describe how the Church has understood and attempted to implement its mission in the world throughout the centuries (demonstrated through “FAQs Assessments,” group research/presentation project, and regular informed participation in class discussion). THIS OUTCOME DIRECTLY ADDRESSES “REQUIRED COSAC OUTCOME” CN26.
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; full fruition of this can be demonstrated only in future ministry over time).
Required Texts & Course Materials

3. WHY STUDY THE PAST?: THE QUEST FOR THE HISTORICAL CHURCH, Rowan Williams (Eerdmans, 2005).
4. HISTORICAL DOCUMENTS OF CHRISTIANITY (available on MOODLE)

Course Outline

I. The Historical Study of Christianity
   II. The Transition of the Church from Apostolic to Post-Apostolic Time
   III. The Church Expands into New Regions and Cultures
   IV. The “Outlaw” Cult Becomes the Establishment Church
   V. The Church in the “Middle Ages” I
   VI. The Church in the “Middle Ages” II
   VII. Reform of the Church - Renewal and Division
   VIII. European Christianity in the Post-Reformation Era
   IX. The Age of Reason and Revival
      X. Christianity in a “Revolutionary” and “Modern” World
      XI. Christianity in a “Modern” and “Post-Modern” World I
      XII. Christianity in a “Modern” and “Post-Modern” World II

Course Assignments & Requirements

1. Class Participation - consistent attendance and prepared and thoughtful participation in class discussion and assigned group work. A regular part of classroom learning activity is discussion of assigned chapters in Turning Points: Decisive Moments in the History of Christianity by Mark A. Noll and primary historical documents (available on the class site on MOODLE). The primary historical documents include excerpts from a wide variety of original writings from Christian history that provide more direct access to the persons, ideas, and events described in the text books. Students are expected to attend class regularly and to be prepared to fully participate in class activities - especially class discussion of assigned reading material (see the “Required Background Reading for Class Sessions” posted on the course site on Moodle) (Addresses course outcomes 1-6). Students who miss more than 20% of class sessions, or who are consistently poorly prepared for class discussion may have their final grade in the class significantly reduced. If a student is absent four or more weeks of the semester, the professor may automatically fail the student (see also “Course Attendance” below).

2. Reasonable mastery of all material assigned for reading or presented through professor’s classroom presentations/lectures - to be assessed by the professor through “FAQs Assessments” (see below), a critical reflection essay (see below), and contribution to the assigned group research/reporting project (see below), as well as consistent informed participation in class discussion.

3. A critical reflection essay on Why Study the Past?: the Quest for the Historical Church by Rowan Williams (addresses course outcomes 3 and 6).
INSTRUCTIONS FOR CRITICAL REFLECTION ESSAY
This should be approximately 1,000 to 1,250 words in length. The essay should: clearly identify the main ideas presented and argued by the author; provide several examples from the book of where and how the author makes his case; note any questions or objections you had concerning ideas presented in the book; reflect carefully on how the book affected your thinking about the study of the history of Christianity. See “Course Grading” below for how written work is evaluated. THIS ESSAY IS DUE MONDAY, FEBRUARY 18, 2013.

4. Satisfactory completion of 3 “FAQ’s Assessments.” These will be made available on MOODLE during: 1) the week of March 3-9; 2) the week of April 7-13; 3) the week of May 5-11. The “FAQs Assessments” test familiarity with the major persons, ideas, events, and developments highlighted in the professor’s lectures and presentations, assigned reading in A NEW HISTORY OF CHRISTIANITY by Hans J. Hillerbrand and TURNING POINTS: DECISIVE MOMENTS IN THE HISTORY OF CHRISTIANITY by Mark A. Noll, and assigned primary source “Documents” (addresses all course outcomes). Students are provided a “study” guide in advance of each of the “FAQs Assessments.”

5. Full participation in a group research and reporting project. Each student joins with 1-2 other students to research and make a presentation to the class on a topic of significance in the history of Christianity. These reports are presented in class during the weeks after Reading and Research Week. (Addresses course outcomes 3-6)

6. Satisfactory completion of a comprehensive essay exam. The exam questions and detailed instructions for completing it are made available to students by week 4 of the course. Broadly speaking, this involves researching, reflecting, and responding in writing to a series of questions that address some major developments, issues, problems, or controversies in the history of Christianity. These questions call for careful research and reflection, for careful critical analysis and “using” and applying data and information to which students have been introduced by the assigned reading, instructor presentations/lectures, and other learning activities. THIS EXAM IS DUE MONDAY, APRIL 28, 2014.

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>38</td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>59</td>
</tr>
<tr>
<td>Writing</td>
<td>37</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>10</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>153</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 professor. All assignments are due no later than 11:55 p.m. (Central Time) of the day they are 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 assigned written work 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) that it is overdue. Missed “FAQs Assessments” 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 participation in class discussion and other learning activities counts 15% of the final grade. Class participation will be evaluated at three specific points in the course, and students will receive feedback from the professor if their level or quality of participation requires improvement in the professor’s judgment. Participation assessment will be made after week 4 of the course, after week 8, and after week 11.
2. The critical reflection essay on Why Study the Past? counts 15% of the final grade.
3. The three “FAQs Assessments” combined count 30% of the final grade.
4. Contribution to the group research and reporting project counts 15% of the final grade.
5. The comprehensive research exam counts 25% 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, 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.

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.

COURSE CALENDAR AND REQUIRED BACKGROUND READING FOR CLASS SESSIONS

February 3  
I. The Historical Study of Christianity

February 10  
II. The Transition of the Church from Apostolic to Post-Apostolic Times

February 17  
III. The Church Expands into New Regions and Cultures

   *Turning Points* (Noll) – chapter 1

February 24  
IV. The “Outlaw Cult” Becomes the Establishment Church

   DOCUMENTS 1

   “The Martyrdom of PERPETUA”

   *Turning Points* (Noll) – chapters 2 and 3

   *A New History of Christianity* (Hillerbrand), xiii-91

   +FAQ’s ASSESSMENT 1+

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March 3  V. The Church in the “Middle Ages” I

**DOCUMENTS 2**

MACRINA THE YOUNGER – “On the Soul and the Resurrection”

PAULA – “Jerome’s Letter to Eustochium”

*Turning Points* (Noll) – chapter 4

March 10  VI. The Church in the “Middle Ages” II

**DOCUMENTS 3**

JULIAN OF NORWICH

*Turning Points*, chapters 5 and 6

March 17  READING AND RESEARCH WEEK – NO CLASS

March 24  VII. Reform of the Church: Renewal and Division

**FILM: LUTHER** (including online discussion forum as instructed by professor)

**DOCUMENTS 4**

*Turning Points* (Noll) -- chapter 7

March 31  VIII. European Christianity in the Reformation and Post-Reformation Era

**DOCUMENTS 5**

TERESA OF AVILA

*Turning Points* (Noll) -- chapters 8 and 9

*A New History of Christianity* (Hillerbrand), 93-208

+FAQs ASSESSMENT 2+

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April 7  
IX. The Age of Reason and Revival

**DOCUMENTS 6**

**SUSANNA WESLEY**

*Turning Points* (Noll) -- chapter 10

April 14  
X. Christianity in a “Revolutionary” and “Modern” World

**DOCUMENTS 7 (to p. 397)**

“AMERICAN CHRISTIANITY”

*Turning Points* (Noll) -- chapter 11

April 21  
XI. Christianity in a “Modern” and “Post-Modern” World I

**DOCUMENTS 7 (p. 479 ff)**

**DOCUMENTS 8 (through p. 528)**

**JARENA LEE**

**PHOEBE PALMER**

*Turning Points* (Noll) -- chapter 12

April 28  
XII. Christianity in a “Modern” and “Post-Modern” World II

**DOCUMENTS 8 (“That Hideous Schizophrenia”)**

*Turning Points* (Noll) -- chapter 13

*A New History of Christianity* (Hillerbrand), 209-307

+FAQs ASSESMENT 3+

May 5  
COURSE WRAP-UP