

**SYLLABUS - REL 2000 History of the Christian Church**

Catawba College, Spring 2013

Dr. Barry R. Sang

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**Course Description**

This course examines the history of the Christian Church from its beginnings through the present day. Using primary and secondary sources, we will examine how the Church developed in reaction to its internal and external environment. Of course, as the Church became part of that very environment, we will also note its impact on the world, though that, of necessity, can be only a secondary focus. Our primary interest will be in the development of the Church itself. Because our time is short, we will concentrate only on the more salient moments of Christian history.

*'History is the thread of public identity.'* Richard Hofstadter

<p align="center"><b>Expected Learning Outcomes</b></p> <p align="center"><i>Each Student Should Be Able to:</i></p>	<p align="center"><b>Means of Assessing Those Outcomes</b></p>
<ul style="list-style-type: none"> <li>Demonstrate in writing and verbally an introductory knowledge of the constituent elements of the seminal moments in the history of the Christian Church</li> </ul>	<ul style="list-style-type: none"> <li>2, in-class examinations ("objective" and essay questions)</li> <li>Two, in-class oral presentations</li> <li>Two, course papers</li> <li>Participation in class discussion</li> <li>Final Examination (cumulative)</li> <li>Occasional announced and pop quizzes</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate in writing and verbally knowledge of the ways the historical context contributed to those seminal moments</li> </ul>	<ul style="list-style-type: none"> <li>2, in-class examinations ("objective" and essay questions)</li> <li>Two, in-class oral presentations</li> <li>Two, course papers</li> <li>Participation in class discussion</li> <li>Final Examination (cumulative)</li> <li>Occasional announced and pop quizzes</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate in writing and verbally knowledge of the impact those seminal moments had on the future of the Christian Church.</li> </ul>	<ul style="list-style-type: none"> <li>2, in-class examinations ("objective" and essay questions)</li> <li>Two, in-class oral presentations</li> <li>Two, course papers</li> <li>Participation in class discussion</li> <li>Final Examination (cumulative)</li> <li>Occasional announced and pop quizzes</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate in writing the ability to read and use relevant primary and secondary source materials</li> </ul>	<ul style="list-style-type: none"> <li>Two, course papers</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate the ability to speak well before a community of peers</li> </ul>	<ul style="list-style-type: none"> <li>Two, in-class presentations on assigned topics, evaluated using an oral communications rubric</li> </ul>

## **Textbooks**

The following are required for responsible participation in this course, and both must be brought to every class session:

*NOTE: From time to time you will need access to a New Testament (any version other than the Living Bible). A helpful online source is the Oremus Bible Browser: <http://bible.oremus.org/>*

- Bettenson, Henry. *Documents of the Christian Church*, Fourth Edition. Oxford University Press, 2011. ISBN: 9780199568987. The approximate cost of this book is \$20. This book is also available for rent from Catawba's Bookstore.
- Peterson, R. Dean. *A Concise History of Christianity*. 3<sup>rd</sup> ed. Wadsworth Publishing, 2006. ISBN: 978-0495130307. The approximate cost of this book is \$42. This book is also available for rent from Catawba's Bookstore.

## **Attendance Policy**

Attendance will be checked promptly each day at the beginning of class. If you are late you must speak with me at the end of class or you will be counted absent. **Three absences are allowed during the semester. Each absence beyond the three permitted will result in a two-point reduction in the final grade for the course.** Any student missing more than one quarter of the sessions during the semester will automatically be given an F or an I for the course, depending on the circumstances. Tardiness should be a rare exception. Should late arrivals persist, they will be counted as absences.

Except for college-sanctioned activities, and other circumstances over which you have absolutely no control (e.g., court dates, your hospitalization, etc.), if you are not in class, you will be counted as absent. If you miss class for sickness or for a college-sanctioned activity, you are still responsible for the information covered in that class so you will be prepared for the next class.

Missed Tests can be made up ONLY if you present to me on the day of your return to class a justifiable and verifiable excuse. Missed quizzes cannot be made up, although the lowest quiz score will be dropped from your final quiz tally.

*One Final Note:* You are expected to do your "toileting" in between your class sessions at Catawba College. Please do not use class time for such activities because your departure and return to class are usually disruptive. This is especially the case during examinations.

**ELECTRONIC DEVICE POLICY:** *When you enter the classroom, please turn off all alerts on your cell phone. You may not use your cell phone during class—if you do, I will simply count you as absent for the day.* Should you use any electronic device during an examination or quiz, you will automatically flunk that graded assignment, and you may flunk the course. Laptop computers may be used during non-graded class activities. However, if you use your laptop for purposes other than those directly related to our course, you will not be allowed to bring your laptop to class again.

**Summary of Grade Distribution**

2 In-Class Examinations	25%
Quizzes	15%
2 major papers	25%
2 Oral Presentations	15%
Class Participation	5%
Final examination	15%

**Grading Scale:**

100-92:	A	Clearly superior college-level performance
91-90:	A-	
89-87:	B+	
86-83:	B	Good college-level performance
82-80:	B-	
79-77:	C+	
76-73:	C	Acceptable college-level performance
72-70:	C-	
69-67:	D+	
66-63:	D	Minimally-acceptable college-level performance
62-60:	D-	
≤ 59:	F	Failure to achieve college-level performance

**TOPICS AND PREPARATIONS**

This course is still in its infancy, so it is difficult to determine ahead of time the assignment due dates. However, I will do my best to keep you informed of your responsibilities in a timely manner. Nevertheless, ultimate responsibility for your **Preparation** rests in your hands. Check your email every day because I usually use that medium to communicate extra information with my classes.

Note that there is a **Glossary** at the end of Peterson’s book. Words highlighted in his text are found there, and you need to understand their basic meaning for this course. For example, if after reading Chapter 6, you cannot tell me what simony is, then your learning is incomplete.

Please note that several of your assignments are found online. This was done that you might have access to a variety of resources, and so that you were not required to purchase a second book. You might wish to print copies of this material for your personal use. In any case, whether you bring copies or your notes on the documents to class, you are responsible for a detailed knowledge of them.

***INTRODUCTIONS and BACKGROUNDS***

**Chapter 1: Backgrounds to Christianity**

- A. What might be the differences between a Christian historian and a historian of Christianity? What are some of the Christian views of history? What steps should the responsible historian of Christianity follow? What are some of the different approaches to the study of Christian history? What are some of the different sources available to us? Come to class prepared to discuss these questions as informed by the following readings:

**Preparation:** Peterson, pp. 1-6; read the following article by Gerald Schlabach, *The Sense of History*: <http://courseweb.stthomas.edu/gwschlabach/sense.htm>

B. The Hellenistic Roman World and Hellenistic Judaism

**Preparation:** Peterson, pp. 7-29. A tremendous online and friendly source on the world of Jesus may be found at

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/portrait/>

**PART I: EARLY CHRISTIANITY**

**Chapter 2: The Birth of Christianity (6 B.C.E. – 100 C.E.)**

A. Life, Teachings, and Ministry of Jesus

**Preparation:** Peterson, pp. 30-38. Luke 2:1-21; 8:26-56; Mark 14:43-65; 15:1-41; Matt 5:1-48; Mark 16:1-8. A tremendous online and friendly source on the historical Jesus may be found at <http://www.pbs.org/wgbh/pages/frontline/shows/religion/jesus/>. An online video representing modern scholarship on the birth and rise of Christianity may be found at <http://www.pbs.org/wgbh/pages/frontline/shows/religion/watch/>.

B. The Earliest Church; Pauline and Johannine Theologies

**Preparation:** Mt. 16:16-19; Acts 1:1 – 2:39; 6; 15; (What characteristics of earliest Christianity do these selections reveal?) Peterson, pp. 38-53. On John's theologies: John 1; <http://www.pbs.org/wgbh/pages/frontline/shows/religion/story/john.html>. On Paul and his theology: Romans 8; I Cor. 12; Gal. 2;

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/first/missions.html>.

**Chapter 3: The Faith of the Fathers: Persecution to Establishment (100-500 C.E.)**

A. The Church and the Roman Empire

**Preparation:** Peterson, 54-67; Bettenson, pp. 1-13

B. Why Did Christianity Succeed? What did Christianity offer its believers that made it worth social estrangement, hostility from neighbors, and possible persecution?

**Preparation:** *The Great Appeal:*

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/why/appeal.html>;

C. Constantine and the Rise of Christianity

**Preparation:** Peterson, pp. 67-75; Bettenson, pp. 16-19

**Chapter 4: Councils and Creeds: Defining Orthodoxy in Late Antiquity (100-500 C.E.)**

A. Controversies and Councils: Establishing Orthodoxy

**Preparation:** Peterson, pp. 76-83. On Gnosticism:

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/story/heretics.html>. On canonization: *Highlights on the Road to Canonization* (handout). On the canon, read Athanasius' Festal Letter: <http://www.bible-researcher.com/athanasius.html> On the Christological controversies read Epiphanius, *Against Heresies* (Bb Course Documents)

B. The Nature of Christ and the Trinity; Augustine

**Preparation:** Peterson, pp. 83-99; Bettenson, pp. 25-28. On Arius: Bettenson, pp. 41-43. On Augustine: Bettenson, pp. 56-62

## ***PART II: CHRISTIANITY IN THE MIDDLE AGES (500-1500)***

### **Introduction: The Middle Ages**

**Preparation:** Peterson, pp. 101-110. On the “Donation of Constantine:” Bettenson, pp. 102-106. On Charlemagne and education: Bettenson, pp. 102-106 (skim this to get a feel for his main points). Study this map:

[http://www.lib.utexas.edu/maps/historical/shepherd/christianity\\_dev\\_1300.jpg](http://www.lib.utexas.edu/maps/historical/shepherd/christianity_dev_1300.jpg). Study the history and structure of Hagia Sophia: <http://www.sacred-destinations.com/turkey/istanbul-hagia-sophia>

### **Chapter 5: The Rise of the Church in the Early Middle (Dark) Ages (500-1000)**

#### A. The Eastern Church

**Preparation:** Peterson, pp. 111-119; Bettenson, 98. On the barbarians: [http://www.christianchronicler.com/history1/barbarian\\_breakthrough.html](http://www.christianchronicler.com/history1/barbarian_breakthrough.html); Map of barbarian migrations: [http://www.glencoe.com/sites/common\\_assets/socialstudies/in\\_motion\\_08/jat/p\\_150.swf](http://www.glencoe.com/sites/common_assets/socialstudies/in_motion_08/jat/p_150.swf) On the iconoclast controversy: Study the Collection of Greek Orthodox Icons (Bb, Course Documents)

#### B. The Western Church

**Preparation:** Peterson, pp. 119-136; Bettenson, p. 24. Gregory the Great’s “Pastoral Rule”: <http://www.fordham.edu/halsall/source/590greg1-pastoralrule2.asp>. On transubstantiation: Bettenson, pp. 156-157

### **Chapter 6: The Church and Christian Culture in the High Middle Ages (1000-1300)**

#### A. Revival of the Empire and Church

**Preparation:** Peterson, pp. 138-147; Bettenson, pp. 107-116 (These readings are on Pope Gregory VII, one of the most important popes of the Middle Ages. The story about Gregory and Henry IV is one of the classics in Church history. Give yourself time and look at the claims he makes, as well as his argumentation.) On the peak of papal power: Bettenson, pp. 118-119, 121-122.

#### B. The Crusades and Early Christian Views of War

**Preparation:** Peterson, 148-151; On the crusades: Map of the crusades: [http://www.classzone.com/cz/books/ms\\_wh\\_survey/resources/images/chapter\\_maps/wh16\\_crusades.jpg](http://www.classzone.com/cz/books/ms_wh_survey/resources/images/chapter_maps/wh16_crusades.jpg); Urban II’s Speech at Clermont (Bb Course Documents); Augustine, *City of God*, select chapters (handout)

#### C. The Flowering of Christian Society: Scholasticism, Veneration of Mary

**Preparation:** Peterson, pp. 151-165; Bettenson, pp. 144—155 (When you get to Aquinas, just get a feel for how he reasons—he is one of the most influential Christian philosophers of all time.) Peter Abelard to Heloise: <http://classclit.about.com/library/bl-etexts/pabelard/bl-pabel-abe1.htm>

### **Chapter 7: The Church in the High Middle Ages: Reform and Decline (1000-1500)**

#### A. Reform

**Preparation:** Peterson, pp. 166-171; ; The Order (Rule) of St. Francis: Bettenson, pp. 135-140, OR: <http://www.fordham.edu/halsall/source/stfran-rule.html>; John Wycliffe: Bettenson, pp. 184-185

- B. Decline and Rebirth  
**Preparation:** Peterson, 171-177
- C. The Orthodox Church and Churchwomen in the High Middle Ages  
**Preparation:** Peterson, pp. 177- 186; “The Arguments for and against the Filioque” (handout)

### **PART III: The Reformation**

#### **Chapter 8: The Protestant Reformation: A Watershed (1500-1600)**

##### **Introduction: The World of the Reformation**

**Preparation:** Peterson, pp. 187-195.

#### **Chapter 8: The Protestant Reformation: A Watershed (1500-1600)**

- A. Luther and Lutheranism  
**Preparation:** Peterson, pp. 196-208; Bettenson, pp. 197-203, 223-226 (As you read the Augsburg Confession, try to determine the key theological points. This statement of faith would become very important for Protestant denominations.) You may also enjoy the 3-part series entitled *Reformation Overview: Martin Luther* (Bb Course Documents)
- B. Zwingli, John Calvin, and the Reformed Tradition  
**Preparation:** Peterson, pp. 208-219; Bettenson, pp., 226-228

#### **Chapter 9: The Protestant Reformation: Further Reform (1500-1600)**

- A. The English Reformation  
**Preparation:** Peterson, pp. 220-226; Bettenson, pp. 242-245, 249-250
- B. The Anabaptists and other Radical Reformers  
**Preparation:** Peterson, pp. 226-232; Bettenson, pp. 323-327
- C. The Catholic Reformation (a.k.a. The Counter-Reformation)  
**Preparation:** Peterson, pp. 232-239; Bettenson, pp. 261-264. On the Council of Trent: Bettenson, pp. 24-270 (Be prepared to discuss the ways in which these statements conflict with Protestantism.)
- D. The Orthodox Church During the Reformation  
**Preparation:** Peterson, 241-246

#### **Chapter 10: The Aftermath of the Reformation (1600-1800)**

- A. Religious Wars  
**Preparation:** Peterson, pp. 247-258; Bettenson, p. 231
- B. Protestant Orthodoxy and Pietism  
**Preparation:** Peterson, pp. 258-264; Bettenson, pp. 306-309: *The Westminster Confession*. On the Quakers: Bettenson, pp. 323-327. On Methodism: Bettenson, 334-337
- C. Rationalism and the Church at the Close of the 18<sup>th</sup> Century  
**Preparation:** Peterson, pp. 264-276. To help with this section, you might skim through the Wikipedia articles on Descartes, Locke, Hume, and Kant.

**Chapter 11: Christianity from Modern to Global Society: Modernization, Globalization, and the Catholic Reaction (1800--Present)**

- A. The World in the 19<sup>th</sup> and 20<sup>th</sup> Centuries  
**Preparation:** Peterson, pp. 277-296. On Pentecostalism, Bettenson, pp. 440-442.
- B. Shifting Perspectives of Global Society  
**Preparation:** Peterson, 296-309; Read the *Universal Declaration of Human Rights 1948* at the following web site: <http://www.un.org/Overview/rights.html>; Bettenson, 274-275, 277. On Vatican II: Bettenson, 344-354

**Chapter 12: Christianity from Modern to Global Society: Optimism, Uncertainty, & Opportunity (1800--Present)**

- A. The Protestant Reaction to the Modern World  
**Preparation:** Peterson, 310-323
- B. Other Twentieth-Century Movements  
**Preparation:** Peterson, 323-350; Bettenson, pp. 357-363, 366-368, 375-381

**Also**, think carefully about what you think should happen within the Church over the next 100 years.

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**Class Presentations:** Each student will be responsible for giving two, approximately 10-15-minute oral presentations on topics chosen from the assigned list. (Other topics may be chosen but only after they have been approved by Dr. Sang in writing.) Each presentation will be evaluated according to a rubric which will be distributed early in the semester. As for content, each presentation should accomplish the following:

- A clear presentation of the defining characteristics of the topic
- A clear presentation of the impact of the topic on Church history
- Two discussion questions prodding the class to explore your topic further

Students are strongly encouraged to be creative in their presentations, involving audio-visual resources as they see fit. If you wish to use computer resources to assist you during your talk, you must inform Dr. Sang of this sufficiently ahead of time.

**Of Special Note:** Your topics will also be the topics of your two course papers (see below), enabling you to combine research for each of your two topics.

**Course Papers:** Each student will be required to write two research papers on topics chosen from the assigned list. As is the case with the oral presentations, other topics may be chosen only after written approval by Dr. Sang. Your paper topics must be the same topics as your oral presentations. These papers must represent detailed research into your topics, employing your best writing style. The paper requirements are as follows:

- Length: not less than 5, double-spaced pages, not including title page and works-cited page
- Format: MLA style
- Documentation: MLA style throughout
- Your paper will be graded employing a rubric which will be distributed early in the semester.

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**Each Paper Must Address at Least the Following Questions:**

- General Content: clear discussion of the salient issues related to your topic. Pay special attention to her/his/its distinguishing characteristics and the impact your person/event had on the Christian Church.
- More specifically:
  - What are the unique/defining characteristics of this person/movement/group?
  - What impact did s/he/ it have on the Church at that time? In other words, why was this person, etc., important to Church history?
  - Are there any indications of lingering impact on the current Church?

***Paper Due Date:*** One week after the day you complete your oral presentation, by 4:00 p.m.

**Paper Policy**

The papers submitted in this course are expected to reflect those qualities epitomized by a liberal arts education. *Your grade will be directly affected by grammar, syntax and spelling. After determining your paper's grade, I will deduct 2 points for each grammatical error, and 1 point for each spelling and punctuation error. The greatest total penalty, however, will only be 10 points (i.e., one letter grade).* The simplest way to avoid such penalties is to have a reliable friend proof-read your paper before submitting it for a grade. For further information on plagiarism and the Honor Code consult the appropriate pages in the *Catawba College Catalog*. However, the following list of “thou shalt nots” should prove to be generally useful:

**Some of the Most Common Types of Plagiarism**

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source.
2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source.
3. Presenting as your own the creative work (for instance, music or photographs or, of course, written work) of another without proper acknowledgment.

**Rule of thumb: When in doubt, document.**

**Special Instructions for Submitting Papers**

It is a requirement of this course that you submit your papers to me via *Blackboard*. You must follow the following instructions carefully:

- ◆ Compose your paper in **WORD (not in WORKS)**.
- ◆ The paper must be titled and must conform to all of the paper requirements stated above. At the top of the first page you must type your name and your email address. If either is not there, I will deduct five points from your paper's grade.
- Save the paper in WORD, noting where you saved it. (Of course, always back up your paper to a thumb drive or some similar, secure storage device.)
- ◆ Log in to Blackboard.
- ◆ Go to this course and click on the *Assignments* link.
- ◆ Find the assignment for which your paper has been written, and click on the hyper-link for that assignment.

- ◆ To attach your file, use this sequence of commands:
- ◆ Browse; Choose File, Open, Submit (don't forget this one); CLICK SUBMIT ONLY ONCE
- ◆ You will receive a day and time receipt window for your submission. You **MUST** copy and print that window and save it. If there is some question about your paper being submitted on time, this is the only proof you will have that you did so.
- ◆ My remarks will be found in green print, embedded within your text, as well as in marginal "bubbles." Your grade will be found at the very end of your paper where I have typed and/or highlighted your name.

### **The Writing Center**

The Catawba College Writing Center provides free, one-on-one consultations to all Catawba students. Our tutors have been intensely trained, and while they won't rewrite students' papers for them, they will give students feedback and encouragement at all stages of the writing process (brainstorming, drafting, revising, polishing). Students who use the writing center should be prepared to discuss the assignment they are working on and to begin making revisions, with the tutor's guidance, during the session. **All** students are encouraged to use the Writing Center which is open afternoons (in ADMN 211) and evenings (in the Library, Study Room #5). Walk-ins are welcome, but we honor appointments first. For more information or to make an appointment, call 704-645-4819 or stop by ADMN 211.

**Final Exam:** Although the exact form and content of the final exam is yet to be determined, there is one question that will certainly be on the exam and which you may start thinking about early in the course:

*Where do you see the Christian Church going in the next 100 years? Ground your essay in accurate reflection on the history of the Christian Church. Some of Peterson's reflections in Chapter 12, the last readings in Bettenson, together with our discussion of this topic in class, should help get you started.*

**Final Examination Date:** Friday, May 3, 2013, 3:00 – 6:00 p.m.