

Course ID:	Course Title:	Fall 2017
CH 501	Christianity in History	Prerequisite: n/a
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	T	Instructor:	Kyle Jantzen, PhD	First day of classes:	Wed, Sept. 6
Time:	6:30-9:15	Email:	kjantzen@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 17
Room:	A2212	Phone:	403-410-2000 (6902)	Last day to request revised exam:	Mon, Oct. 23
Lab/ Tutorial:	n/a	Office:	L2087	Last day to withdraw from course:	Mon, Nov 13
		Office Hours:	T/Th 1:30-3:45 or by appointment	Last day to apply for coursework extension:	Mon, Nov 20
Final Exam:	n/a			Last day of classes:	Mon, Dec 11

Course Description

This course is an overview of the history of Christianity from the time of the early Church to the present. It considers the development of Christian ideas and institutions within their corresponding social, cultural and political contexts, meets influential Christians, discovers devotional treasures, and encounters the diverse traditions that have shaped and been shaped by the world around them.

Expected Learning Outcomes

1. Learn the basic contours of the history of Christianity, including noteworthy people, events, ideas, and institutions.
2. Appreciate the dynamic nature of Christianity as embodied in the Church—in other words, that the Church’s theology, practices, and institutions are not eternal and unchanging, but deeply intertwined with human cultures and historical development.
3. Identify your personal Christian/church histories within the history of the Church universal, and understand the influences that have shaped your own faith tradition(s).
4. Grow in your ability to exegete your cultural environment, to understand the forces that influence your church, and to draw on your understanding of Christian history in order to formulate effective strategies for thriving both as a Christian and as a church leader.
5. Grow in your personal appreciation of and ability to draw from the spiritual journey, testimony, and devotional legacy of Christians from the past, knowing that all Christians undergo a common journey from spiritual infancy to maturity.

Textbooks

Adrian Hastings, *A World History of Christianity* (Grand Rapids: Eerdmans, 1999).

Course Schedule

September 12 – Introduction to Christianity in History
September 19 – Early Christianity (150-550) (Hastings 2)
September 26 – Orthodox Christianity in Byzantium (Hastings 3)
October 3 – Western Medieval Christianity (Hastings 4)
October 10 – Christianity in India (Hastings 5)
October 17 – Christianity in Africa (Hastings 6)
October 24 – Christianity in Eastern Europe (8) and Latin America (9)
October 31 – Reformation and Counter-Reformation (7)
November 14 – Public Lecture: “Singing the Gospel: Lutheran Hymns and the Success of the Reformation”
November 21 – Christianity in China and Southeast Asia (Hastings 10)
November 28 – North American Christianity (Hastings 11)
December 5 – Christianity in Western Europe (Hastings 12)

Requirements:

Participation (20%)

I expect each student to be prepared for and willing to engage in class. Class sessions will be a mixture of lecture, presentation, and discussion, so completing readings (both textbook and online) and taking notes on both your readings and my lectures is vital. Your participation in class will account for one half of your participation mark. (Note: Just coming to class without taking notes and participating is not considered participation.)

The other half of your participation mark will be based on your “Five Things” textbook chapter responses. For any ten chapters in the Hastings text (your choice), hand in one page (no more) of typed notes (single-spaced, at least $\frac{3}{4}$ full, using the template on Moodle) with comments on five things you think are important from that chapter. These must be turned in (hard copy ... yes, paper) at the beginning of the class session devoted to the chapter to which you’re responding (see the course outline for the schedule of readings), because they will form the basis for class discussion. Each response is worth one percent of your final grade, and any student who completes ten “five things” responses (on time and according to format) will earn a five percent bonus on their final *course* grade.

Article Presentation (15%)

In order to achieve some depth in every era and region of the history of Christianity, we are going to draw on the research of historians as presented in academic journal articles. Please sign up for one article from the list provided, and develop a ten-minute presentation on it, to be delivered in the class session that relates to the article. Your presentation should answer the following questions:

1. What is the title of your article, and who is the author? (including the journal and the author’s credentials)
2. What is the question the author is trying to answer in the article? (This may arise out of dissatisfaction with existing interpretations of history.) What is the author’s answer to that question? (i.e. the thesis of the article)
3. What source material does the author draw on? (e.g. the work of other historians, historic published sources, primary historical data)
4. How does the author make his or her case? What are the important sections of the article?
5. How does this article help us understand the history of Christianity better? How does it connect with what we’re reading in the Hastings text?

Here is the rubric with which I will mark your article presentation:

CH 501 Article Presentation Evaluation		
Name:	Article:	
Category	Assessment	Comments
Process: Has the student consulted with the professor concerning the article to be presented? Does the student have a clear grasp of their job in the presentation?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Interpretation: Does the presentation explain the question the author is asking, and the answer he or she puts forward? (i.e. the thesis)	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Sources: Does the presentation explain the sources (secondary and primary) used by the author as evidence for his or her interpretation?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Main Sections: Does the presentation explain the main sections of the article, and thereby capture the development of the author's argument?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Presentation: Does the student speak clearly, smoothly, and positively? Are they too dependent on their notes? Do they make eye contact with and engage the audience? Is their posture, dress, and demeanor appropriate? Do they explain any context, terminology, or other information necessary for the audience to understand their topic? Do they stay within their allotted time?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Grade:	Comments:	

Book Review (20%)

One of the ways to relate church history to contemporary life and ministry is to examine an individual character from church history, to see how he or she attempted to live the Christian faith in his or her time. To that end, in consultation with me, please choose a recent scholarly biography of a figure from Christian history, and submit a 1000-word (3-page) book review, answering the following questions:

1. Who was the subject of the biography, and what did they think or do that makes them significant in Christian history?
2. How does the author interpret the subject of the biography?

3. In what ways was the subject of the biography a product of their times?
4. In what ways was the subject of the biography *not* a product of their times? (i.e. how did they challenge the world or church around them?)
5. What positive and/or negative lessons do you take away from the biography?

Be sure to write the response in your own words. Please use examples, references, or short quotations (with footnotes) to support your answers. Include a title page with your personal information, the course information, the assignment name, and the date. Format your paper and citations according to the Ambrose History Writing Guide.

Due: electronically (as a Word document uploaded to Moodle) October 16, 2017. Late assignments will be penalized one full letter grade (i.e. A- to B-). Here is the rubric I will use to mark your book review:

CH 501 Book Review Evaluation		
Name:	Topic:	
Category	Assessment	Comments
The Process: Has the student consulted with me about their choice of book? Has the student consulted the Ambrose History Writing Guide?	Excellent	<input type="checkbox"/>
	Good	<input type="checkbox"/>
	Acceptable	<input type="checkbox"/>
	Weak	<input type="checkbox"/>
	Deficient	<input type="checkbox"/>
The Subject: Does the review identify the subject of the biography and explain what makes them significant in the history of Christianity?	Excellent	<input type="checkbox"/>
	Good	<input type="checkbox"/>
	Acceptable	<input type="checkbox"/>
	Weak	<input type="checkbox"/>
	Deficient	<input type="checkbox"/>
The Interpretation: Does the review explain how the author of the book interprets the subject of the biography?	Excellent	<input type="checkbox"/>
	Good	<input type="checkbox"/>
	Acceptable	<input type="checkbox"/>
	Weak	<input type="checkbox"/>
	Deficient	<input type="checkbox"/>
The Context: Does the review explain how the subject of the biography both was and was not a product of their times? Does the student understand the historical figure in their historical context?	Excellent	<input type="checkbox"/>
	Good	<input type="checkbox"/>
	Acceptable	<input type="checkbox"/>
	Weak	<input type="checkbox"/>
	Deficient	<input type="checkbox"/>
The Lessons: Does the review identify thoughtful lessons to be learned from the study of their historical figure?	Excellent	<input type="checkbox"/>
	Good	<input type="checkbox"/>
	Acceptable	<input type="checkbox"/>
	Weak	<input type="checkbox"/>
	Deficient	<input type="checkbox"/>
Formatting and Citation: Is there a title page? Are the other pages numbered? Are references to the book placed inside parentheses, as outlined in the Ambrose History Writing Guide?	Excellent	<input type="checkbox"/>
	Good	<input type="checkbox"/>
	Acceptable	<input type="checkbox"/>
	Weak	<input type="checkbox"/>
	Deficient	<input type="checkbox"/>

Writing/Editing: Is the grammar, word choice, spelling, and punctuation correct? Are direct quotations introduced properly? Does the paper flow well? Is it an appropriate length?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Grade:	Comments:	

“Singing the Reformation” Response (5%)

In this year of the 500th anniversary of the Lutheran Reformation, we have the opportunity on November 14 to hear Dr. Christopher Boyd Brown of the Boston University School of Theology explain how Luther’s hymns were used by Christians in the 1500s, and why they were important in the success of the Reformation. In response to his lecture and to the musical accompaniment, write a 600-700-word (2-page) paper. In the first half, explain the ideas and information from the lecture that you thought were significant. Then, in the second half of the paper, answer the following question: What can the history of Lutheran hymns in the Reformation teach us about music in our churches today?

Due: electronically (as a Word document uploaded to Moodle) November 20, 2017. Late assignments will be penalized one full letter grade (i.e. A- to B-). Your mark will be based on your ability to connect the history of Reformation hymns with the possibilities and pitfalls of music in today’s churches.

Application Assignment: Tracing My Personal Christian Roots (40%)

If church history cannot connect contemporary Christians with the great traditions (theological, devotional, and historical) of the Church, it has not done its job. To that end, you are assigned the task of identifying one or two of the Christian traditions which have been most influential in your own life—these may be denominational, parachurch, or mission organizations, or theological traditions, important writers, liturgies or devotional traditions—and then of discovering, investigating, and explaining some ways that your Christian traditions have shaped your own spirituality, beliefs, or philosophy of ministry.

Step 1: Consult with me about your own personal Christian roots, and your ideas for the paper.

Step 2: Research the history and thought of your traditions, identifying important elements of your traditions that have shaped you or that you admire and would emulate (e.g. the egalitarianism, pacifism, and separation of the Anabaptist tradition; the missional focus and pragmatism of the Christian and Missionary Alliance; the congregational independence and high view of Scripture of the Baptists; the inclusivity and liturgical practises of Anglicanism; the force of convictions about Calvinistic predestination; the cultural engagement of Lesslie Newbigin; the training, structures, and strategies of Youth For Christ; the holistic nature of Roman Catholicism).

Step 3: Reflect on the ways these important elements of your tradition(s) have influenced you. Think of specific examples to support your reflections. In other words, you need to try to explain (for example) how the egalitarianism of the Anabaptists, or the inclusivity of the Anglicans, or the theological concept of predestination has influenced you.

Step 4: Write a 3500-to-4500-word (10-15-page) paper combining your research (step 2) and your reflections (step 3), with about two-thirds of the paper devoted to the research aspect. Be sure to write your paper in your own words. Please use examples, references, or short quotations to support your answers. Format your paper and citations according to the Ambrose History Writing Guide.

Due: electronically (as a Word document uploaded to Moodle) December 11, 2017. Late assignments will be penalized one full letter grade (i.e. A- to B-). Here is the rubric I will use to mark your response paper:

CH 501 Christian Roots Evaluation		
Name:	Topic:	
Category	Assessment	Comments
Process: Has the student consulted with the professor concerning topic, bibliography, and structure (outline)? Has the student addressed known writing issues from previous papers? Have they consulted the Ambrose History Writing Guide?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Introduction: Is there an introduction setting the stage for the paper, by 1) asking an historical question (“how” or “why”), 2) laying out a thesis statement (the argument of the paper), and 3) outlining the major points/ main sections of the paper?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Sources: Does the paper use at least 10 solid secondary sources (books and articles)? How current are they? How scholarly are they? Does the paper draw on relevant primary sources?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Evidence: How much good historical content is there in the paper? Are the various points of the argument supported by a mixture of examples from history, quotations from historians, statistical data, and excerpts from primary sources?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Reflection: How clearly does the student articulate their own Christian tradition(s)? How well developed are the links between Christian history and the student’s life experiences?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Explaining: How well argued is the paper? Is the plan outlined in the introduction followed throughout the paper? Does the paragraph structure reflect that plan? Is there a strong conclusion reiterating the main argument of the paper?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Formatting and Citation: Is there a title page? Are the other pages numbered? Are there sufficient footnotes and a proper bibliography? Are they formatted correctly, as per the Ambrose History Writing Guide?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Writing/Editing: Is the grammar, word choice, spelling, and punctuation correct? Are direct quotations introduced properly? Does the paper flow well? Is it an appropriate length?	Excellent	
	Good	
	Acceptable	
	Weak	

	Deficient		
Grade:	Comments:		

Attendance:

My expectation is that you will come to each class session. If you are unable to (e.g. on account of sickness), please send me an e-mail so I know not to expect you. As outlined in the participation section, preparation, attendance, and engagement are all key to success. I will try hard to make our class sessions informative, positive, fun, and challenging. I expect that you will participate by thinking about what we're learning, participating when we engage in discussion/feedback times, and asking questions when you are uncertain or skeptical about what I am saying.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Satisfactory
C	
C-	
D+	Minimal Pass
D	
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.