

Course ID:	Course Title:	Fall 2019
CH 501	Christianity in History	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	W/F	Instructor:	Ken Draper, PhD	First day of classes:	Wed, Sept 4
Time:	9:45 – 11:00 am	Email:	kdraper@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 15
Room:	A1085-1	Phone:	403 410-2916	Last day to request revised final exam:	Fri, Nov 1
Lab/ Tutorial:	N/A	Office:	L2085	Last day to withdraw from course:	Mon, Nov 18
		Office Hours:	By appointment	Last day to apply for coursework extension:	Mon, Nov 25
Final Exam:	19 December 1-4 pm - Airhart			Last day of classes:	Wed, Dec 11

Course Description

This course is an overview of the history of Christianity from the time of the early Church to the present. 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 and [Assessments]




















1. Understand the nature of history, including the concepts of historical perspective, continuity and change, causation, identity, and significance and its implications for how we understand the history of Christianity. [Exam and self-assessment]
2. Develop the capacity for historical thinking, through critical reading, contextualization, analysis, and establishing historical significance. [Exam]
3. Develop the skill of historical research, by formulating questions, collecting evidence, analyzing and synthesizing data, and formulating historical arguments. [Research paper]
4. Develop the skill of communication, through academic writing, speaking, and discussion. [Class discussion, forum assignment and self-assessment]
5. Evaluate historical interpretations, by assessing historical debates, reviewing ideas, and applying these to an assessment of the history of Christianity. [Research paper and forum assignment]
6. Interact with the moral and ethical dimension of the history of Christianity, based on the spiritual and intellectual frameworks of students and faculty. [Class discussion and self-assessment]

Textbooks

- Janz, Denis R. *Peoples History One Volume Student edition*. Augsburg Fortress, 2016.
- Dowley, Timothy. *A Short Introduction to the History of Christianity*. Fortress Press, 2018.
- Williams, Rowan. *Why Study the Past?: The Quest for the Historical Church*. Eerdmans, 2005.

Course Schedule

Sept 4	Introduction to the History of Christianity Historical thinking 📖 Dowley chapters 1-2
6	History – Theology – Mission: The value of studying the past 📖 Williams, “Making History: What we expect from the Past” 📖 C.S. Lewis, “Introduction,” Athanasius, On the Incarnation
Sept 11 Forum assignment due	Context: Greece, Rome, Israel and the early Christians Destroyer of the Gods podcast discussion 📖 Pliny to Trajan on Christianity 📖 Andrew McGowan, “Food, Ritual, and Power,” in Janz
	Part 1 – Ancient Christianity 📖 Dowley chapters 3-9
13	<i>Becoming Christian</i> A new citizenship 📖 Williams, “Resident Aliens: The Identity of the Early Church” 📖 Passion of Perpetua 📖 Didache
18	<i>Christianity and power</i> Persecution to Constantine 📖 H. A. Drake, “Constantine and Consensus.” <i>Church History</i> 64 (March 1995): 1–15. 📖 Athanasius, On the Incarnation
20	<i>Christian thought</i> Guest Lecturer: Dr. Ryan Wilkinson Heresies and councils 📖 Averil Cameron, “The Cost of Orthodoxy.” <i>Church History & Religious Culture</i> 93, no. 3 (September 2013): 339–61.
25	<i>Spiritual Emphasis Days</i>
27	<i>Organizing the Church</i> Models of Imperial Church 📖 Derek Krueger, “The Practice of Christianity in Byzantium,” in Janz 📖 Robert Louis Wilken, “A Constantinian Bishop: St. Ambrose of Milan,” in L. Gregory Jones, Reinhard Hütter, and C. Rosalee Velloso da Silva. <i>God, Truth, and Witness: Engaging Stanley Hauerwas</i> , (Brazos Press, 2005).

	<p>Part 2 – Medieval Christianity  Dowley chapters 10-15</p>
Oct 2	<p><i>Becoming Christian</i> Saints, pilgrimage and renewal  Gary Dickson, “Medieval Revivalism,” in Janz  Bernard of Clairvaux, On Loving God</p>
Oct 4 Research paper outline and bibliography due	<p><i>Christianity and power</i> Investiture and crusades  Brian Tierney, “The Struggle with Henry IV.”  Beverly Mayne Kienzle, “Preaching the Cross: Liturgy and Crusade Propaganda.” <i>Medieval Sermon Studies</i> 53 (2009): 11–32.</p>
9	<p><i>Christian Thought</i> Scholasticism and the sacraments  Kevin Madigan, “The Philosopher, the Fathers, and the Faith: Scholasticism and the University,” Medieval Christianity: A New History, (Yale University Press, 2015).  Aquinas on the Eucharist</p>
11	<p> No class</p>
Oct 16 Downey Lecture 16 th and 17 th	<p><i>Organizing the Church</i> Church building as theology  “Amiens Cathedral,” A conversation with Dr. Beth Harris and Dr. Steven Zucker  Richard Kieckhefer, “The Impact of Architecture.”</p>
	<p>Part 3 – The Reformation  Dowley chapters 16-19</p>
18	<p><i>Becoming Christian</i> Sacrament and faith  Williams, “Grace Alone: Continuity and Novelty in the Reformation Era”  Martin Luther, “Dear Christians one and all rejoice”</p>
Oct 23 Forum assignment due	<p><i>Christianity and power</i> Anabaptists and state power  James M. Stayer, “The Dream of a Just Society,” in Janz  Kirk R. MacGregor, “Hubmaier’s Death and the Threat of a Free State Church.” <i>Church History & Religious Culture</i> 91, no. 3/4 (September 2011): 321–48. Discussion of Dr. Storkey’s lecture.</p>
25	<p><i>Christian Thought</i> Confession and catechesis  Scott Hendrix, “Rerooting the Faith: The Reformation as Re-Christianization.” <i>Church History</i> 69, no. 3 (2000): 558–77.  Heidelberg Catechism</p>
30	<p><i>Organizing the Church</i> Magisterial Reformers, Anabaptists and Catholic Reformation  Peter Matheson, “Reforming from Below,” in Janz  Ignatius of Loyola, Spiritual Exercises</p>

	<p>Part 4 – Modern Christianity</p> <p>📖 Dowley chapters 20-26</p>
Nov 1 Research paper first draft due	<p><i>Becoming Christian</i> Great Awakening?</p> <p>📖 D. Bruce Hindmarsh, “‘My Chains Fell Off, My Heart Was Free’: Early Methodist Conversion Narrative in England.” <i>Church History</i>; 68, no. 4 (December 1999): 910–29.</p> <p>📖 Jonathan Edwards, <i>A Divine and Supernatural Light</i></p>
6	<p><i>Christianity and power</i> Colonialism and missions</p> <p>📖 Amanda Porterfield, “Expansion and Change,” in Janz</p> <p>📖 Susan Neylan, “‘Eating the Angels’ Food’: Arthur Wellington Clah - An Aboriginal Perspective on Being Christian, 1857-1909,” in <i>Canadian Missionaries, Indigenous Peoples: Representing Religion at Home and Abroad</i>, ed. Alwyn Austin and Jamie S Scott (University of Toronto Press, 2005).</p>
8	<p><i>Christian Thought</i> Processing the Enlightenment</p> <p>📖 Carlos Eire, “New Ways of Confronting Death,” in Janz</p> <p>📖 David Bebbington, “Revival and Enlightenment in Eighteenth-Century England,” in Edith Blumhofer and Randall Balmer, <i>Modern Christian Revivals</i>, University of Illinois Press, 1993.</p>
	Fall break
20	<p><i>Organizing the Church</i> Democratizing the Church</p> <p>📖 Nathan Hatch, “The Democratization of Christianity and the Character of American Politics,” in <i>Religion and American Politics</i>, ed. Mark Noll (New York: Oxford University Press, 1990)</p> <p>📖 Selections on the French Revolution</p> <p>Guest Lecture: Dr. Jonathan Goossen</p>
	<p>Part 5 – Christianity and in the 20th and 21st Centuries</p> <p>📖 Dowley chapters 27-31</p>
Nov 22 Research paper due	<p><i>Becoming Christian</i> Being “Born Again”</p> <p>📖 Dale M. Coulter, “The Spirit and the Bride Revisited: Pentecostalism, Renewal, and the Sense of History.” <i>Journal of Pentecostal Theology</i> 21, no. 2 (2012): 298–319.</p> <p>📖 Grant Wacker, “Billy Graham’s America.” <i>Church History</i> 78, no. 3 (September 2009): 489.</p>
27	<p><i>Church and power</i> Challenge of National Socialism</p> <p>📖 Kyle Jantzen, “Church-Building in Hitler’s Germany: Berlin’s Martin-Luther-Gedächtniskirche as a Reflection of Church-State Relations.” <i>Kirchliche Zeitgeschichte</i> 27 no. 2 (2014): 324-348.</p> <p>📖 Barmen Declaration</p>

29	<p><i>Christian Thought</i> Christianity in the 20th Century</p> <ul style="list-style-type: none"> ▣ Mary Farrell Bednarowski, “Multiplicity and Ambiguity,” in Janz ▣ Margaret Bendroth, “Gender and Twentieth-Century Christianity,” in Janz
Dec 4 Forum assignment due	<p><i>Organizing the Church</i> World Christianity</p> <ul style="list-style-type: none"> ▣ Luis N. Rivera-Pagán, “Pentecostal Transformation in Latin America,” in Janz <p>Discussion of Lamin Sanneh, “The Future of African Christianity and its Relevance to the West.”</p>
6	<p>What can we learn from the History of Christianity? Rowan Williams, “History and Renewal: The Records of the Body of Christ” Review for exam</p>

Requirements:

1. Engagement in your own learning Self-assessment

This course will be conducted as part lecture and part seminar. Readings focused on a specific historical question will be discussed according to the class schedule provided. Each student is expected to be prepared for and to participate in every class session. See the rubric at the end of this syllabus for details on how this will be evaluated.

2. Forum assignment

We access our understanding of the history of Christianity from a variety of sources. Making sense of and integrating these different modes of communication will be a useful skill in your ongoing understanding of the meaning and significance of Christianity. We also need to be able to share and converse in respectful ways about the ideas circulating out there in different media. With this in mind we will use the Moodle forums to assess and discuss a podcast and two public lectures. [This is also to encourage your participation in the rich academic culture provided at Ambrose.]

Based on the source provided write a post of about 500 words that interacts with the ideas presented. I have suggested a question to get you started but this need not limit what you say, as long as you are careful to integrate the ideas presented in the source with the material we are discussing in class. Use of other sources is neither required nor encouraged, but if you do use other sources, be sure to document the source.

You will then respond to the post of at least one other class participant in a way that furthers the discussion of the issue. In other words, your response should go beyond: “what a great post!” but rather engage in substantive and respectful discussion. This post should run about 100 words.

Sources

- Progressive Spirit Podcast “Destroyer of the Gods,” with Dr. Larry Hurtado (27 min).
 - In what fairly fundamental ways did Christianity challenge the underlying assumptions of the Roman World? Due Sept. 11.
- Dr. Elaine Storkey lectures “Global Forms of Violence Against Women: Understanding and Overcoming” on October 16 and 17. This will require that you attend the lecture on Wednesday

and/or Thursday evening.

- Concern about violence against women has received wide public attention particularly with the rise of the “Me Too” movement. Dr. Storkey will help us understand this reality. What are the causes of this violence and how should Christians respond? Due October 25.
 - Watch Lamin Sanneh, “The Future of African Christianity and its Relevance to the West,” ([Video lecture 1:07](#)).
 - Dr. Sanneh argues that “Christianity, to be a religion at all, must disown the language of Jesus in order to be the faith that Jesus taught. Christians do not pray, worship or perform their devotions in the language of Jesus.” What is the significance of this insight and further what is the relevance of African Christianity to the West? Due December 4.
3. Each student will prepare a research paper of approximately 4000 words. Ten to fifteen sources beyond those provided in the required readings will support a more thorough development of the themes and arguments explored in the course. Topics for research papers with an outline and an annotated bibliography are to be submitted to the instructor by October 4, a first draft of the paper is due November 1, and papers are to be submitted in their final form on November 22.
4. The final exam will held December 19 at 1 pm. The exam will test your understanding of the key themes of the course. As part of the last class session these themes will be discussed and exam questions will be developed.

Grade Distribution

1. Engagement	10%
2. Forum discussions 3x10	30%
3. Research Paper	30%
4. Exam	30%
	100%

Attendance:

Each student is expected to be present for and to participate in every class session.

Grade Summary:

Grade	Percentage	Grade Point	Description
A+	90+	4.0	Excellent: superior performance showing comprehensive understanding of subject matter.
A	85-90	4.0	
A-	80-85	3.7	
B+	77-79	3.3	Good: clearly above-average performance with knowledge of subject matter complete.
B	74-76	3.0	
B-	70-73	2.7	
C+	67-69	2.3	Satisfactory: basic understanding of subject matter.
C	64-66	2.0	
C-	60-63	1.7	
D+	56-59	1.3	Poor: marginal performance.
D	50-55	1.0	Minimal pass.
F	49 -	0	Failure: unsatisfactory performance or failure to meet course requirements.

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.

Mental Health Support:

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency – 911

Sexual Violence Support:

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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. 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.