

Course ID:	Course Title:	Winter 2020
CH 501	History of Global Christianity	Prerequisite: N/A
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Thursday	Instructor:	Rev. Dr. Lane Scruggs (BRE, MTS, ThD)	First day of classes:	Tue, Jan 7
Time:	6:30-9:30pm	Email:	lane@oakpark.ca	Last day to add/drop, or change to audit:	Sun, Jan 19
Room:	TBD	Phone:	403-828-4888	Last day to request revised exam:	Mon, Mar 9
Lab/ Tutorial:	N/A	Office:	N/A	Last day to withdraw from course:	Fri, Mar 20
		Office Hours:	By Appointment	Last day to apply for coursework extension:	Mon, Mar 30
Final Exam:	TBD			Last day of classes:	Thurs, Apr 9

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

1. Learn the basic contours of the history of Christianity, including noteworthy people, events, ideas, and institutions.
2. Have a working grasp of the broad strokes of the global framework of Christian history.
3. 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.
4. 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).
5. Grow in your ability to charitably and critically read 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.
6. Grow in your personal appreciation of and ability to draw from the spiritual testimony and theological legacy of Christians from the past.

Textbooks

- Hart, David Bentley. *The Story of Christianity: A History of 2,000 Years of the Christian Faith*. Quercus Publishing, 2015. (Paperback)
- **Or**
- Hart, David Bentley. *The Story of Christianity: An Illustrated History of 2,000 Year of the Christian Faith*. Quercus Publishing, 2012. (Hardcover)
- Heath, Gordon L. *Doing Church History*. Clements Publishing, 2008.
- Weaver, C. Douglas and Rady Roldán-Figueroa. *Exploring Christian Heritage: A Reader in History and Theology*. Baylor University Press, 2017. Second Edition.

Recommended

- St. Athanasius. *On the Incarnation: with an introduction by C.S. Lewis*. SVS Press.

Course Schedule

(Hart page numbers are from paperback)

Topic	Required Reading (done prior to class)	Assignment(s) Due
Week 1 January 9		• Quiz 1
Week 2 January 16	<ul style="list-style-type: none"> ▪ Hart Introduction-Ch. 6 (ix-40) ▪ Heath Ch. 1 ▪ <u>§ 1 Ignatius</u> ▪ <u>§ 2 Didache</u> ▪ <u>§ 3 Justin Martyr: <i>Logos/Reason</i></u> 	• Quiz 2
Week 3 January 23	<ul style="list-style-type: none"> ▪ Hart Ch. 7-14 (41-87) ▪ Heath Ch. 2 ▪ <u>§ 5 Perpetua</u> ▪ <u>§ 6 Irenaeus</u> ▪ <u>§ 7 Tertullian: <i>Rule of Faith</i></u> ▪ <u>§ 9 Origen: <i>Scripture</i></u> 	• Quiz 3
Week 4 January 30	<ul style="list-style-type: none"> ▪ Hart Ch. 15-18 (88-114) ▪ Heath Ch. 3 ▪ <u>§ 12 Arius</u> ▪ <u>§ 13 Anthony</u> ▪ <u>§ 14 Athanasius, "On the Incarnation"</u> 	• Quiz 4
Week 5 February 6	<ul style="list-style-type: none"> ▪ Hart Ch. 18-21 (115-135) ▪ Heath Ch. 4 ▪ <u>§ 15 Gregory of Nyssa: <i>Trinity</i></u> ▪ <u>§ 17 Augustine: <i>Conversion & Trinity</i></u> 	<ul style="list-style-type: none"> • Quiz 5 • Short Paper #1 "God as a Cause"

	<ul style="list-style-type: none"> ▪ <u>§ 16 Early Christian Creeds</u> 	
Week 6 February 13	<ul style="list-style-type: none"> ▪ Hart Ch. 22-26 (136-167) ▪ <u>§ 20 Benedict</u> ▪ <u>§ 21 John of Damascus</u> ▪ <u>§ 24 Anselm: <i>Ontological Argument</i></u> ▪ <u>§ 27 St. Francis</u> ▪ <u>§ 28 Clare of Assisi</u> ▪ <u>§ 31 Aquinas: <i>Proofs</i></u> ▪ <u>§ 32 Boniface</u> ▪ <u>§ 34 Council of Constance</u> 	<ul style="list-style-type: none"> • Quiz 6
Reading Week – No Class February 20th		
Week 7 February 27	<ul style="list-style-type: none"> ▪ Hart Ch. 27-30 (168-196) ▪ Heath Ch. 5 ▪ <u>§ 35 Erasmus</u> ▪ <u>§ 36 Luther</u> ▪ <u>§ 37 Anne Askew</u> 	<ul style="list-style-type: none"> • Quiz 7 • Short Paper #2 “Unstated Bias”
Week 8 March 5	<ul style="list-style-type: none"> ▪ Hart Ch. 31-36 (197-238) ▪ Heath Ch. 6 ▪ <u>§ 39 Calvin: <i>Eucharist</i></u> ▪ <u>§ 40 Westminster Confession</u> ▪ <u>§ 41 Menno Simons: <i>Lord’s Supper</i></u> ▪ <u>§ 43 Ignatius of Loyola</u> ▪ <u>§ 44 Teresa of Avila</u> 	<ul style="list-style-type: none"> • Quiz 8
Week 9 March 12	<ul style="list-style-type: none"> ▪ Hart Ch. 37-41 (239-272) ▪ Heath Ch. 7 ▪ <u>§ 48 Roger Williams</u> ▪ <u>§ 50 John Wesley</u> ▪ <u>§ 52 Jonathan Edwards</u> ▪ <u>§ 55 Kierkegaard</u> 	<ul style="list-style-type: none"> • Quiz 9
Week 10 March 19	<ul style="list-style-type: none"> ▪ Hart Ch. 42-46 (273-305) ▪ Heath Ch. 8 ▪ <u>§ 54 Schleiermacher</u> ▪ <u>§ 57 Feuerbach</u> ▪ <u>§ 57 Cartwright</u> ▪ <u>§ 58 Finney</u> 	<ul style="list-style-type: none"> • Quiz 10 • Short Paper #3 “Lumper or Splitter”
Week 11 March 26	<ul style="list-style-type: none"> ▪ Hart 47-50 (306-335) ▪ <u>§ 63 Vatican I</u> ▪ <u>§ 64 Charles Hodge</u> 	<ul style="list-style-type: none"> • Quiz 11 • Presentations

	<ul style="list-style-type: none"> ▪ <u>§ 65 Charles A. Briggs</u> ▪ <u>§ 68 Walter Rauschenbusch</u> ▪ <u>§ 71 Aimee Semple McPherson</u> 	
Week 12 April 2	<ul style="list-style-type: none"> ▪ Hart 51 (336-343) ▪ <u>§ 78 Karl Barth</u> ▪ <u>§ 83 Lossky</u> ▪ <u>§ 85 Gutiérrez</u> ▪ <u>§ 87 Cone</u> ▪ <u>§ 88 Ruether</u> ▪ <u>§ 89 Isasi-Diaz</u> ▪ <u>§ 90 Graham</u> 	<ul style="list-style-type: none"> • Quiz 12 • Presentations
Week 13 April 9	No Class (Maundy Thursday)	
Final Exam or Research Paper – TBD		

Requirements:

1.	3 Short Papers (10% each)	30%
2.	Weekly Quiz	20%
3.	Class Presentation	15%
4.	Final Assignment or Final Exam	25%
5.	Class Participation	10%

1. The class will be assigned three (3) short papers throughout the term focused on history resources. One paper will focus on a topical historiographical issue, one on the secondary text in use (Hart), and a third on one of the primary sources read in the course. Each paper will be worth 10% of the final grade. The papers are 3 pages (~750 words) in length (double-spaced) and will be based on thoughtful consideration of the material but are not intended to be “research papers.”

a. Paper 1: God as a Cause (10%)

A fundamental distinction can be made between orthodox Christian faith and various forms of deism. The former upholds the simultaneity of God’s transcendence and immanence, insisting that the triune God is actively at work in “summing up all things in Christ.” The latter, on the other hand, believes in a Creator God who has withdrawn and left the world to its own devices so to speak. Holding to orthodox Christian teaching is one thing, but how to describe, record, and decipher God’s activity in our world is quite another. What do you think about naming God as an historical cause? See **Heath Chapter 4** for a helpful discussion.

- Some things to consider: Is it different pastorally than in the historical guild? Should it be different? Are there appropriate and inappropriate ways to name God as a cause? Are there any rules or

guidelines on how to (or not to) do this well? What about Scripture – is it different or a model to follow? Are there qualifiers that help?

- State the problem to be discussed
- Put forth a thesis statement of your own (or borrowed)
- Make the argument for your position giving good and bad examples to prove your point
- Engage at least one other position and explain why it's insufficient or lacking or wrong

b. Paper 2: Unstated Bias (10%)

Is it possible to write an entirely neutral account of historical events? Or as the postmodern deconstructivists would tell us, “it’s interpretation all the way down.” In other words, is every piece of writing you read layered with the (usually) unstated bias or prejudice of the author – whether they know it or want it to admit it or not?

- This paper should be split close to in-half between the general topic and our specific secondary text
 - State the problem to be discussed
 - Put forth a thesis statement of your own
 - Make an argument for your position, with appropriate examples or evidence
 - Identify one are of Hart’s book that you feel is insufficient because of unstated bias

c. Paper 3: Lumper or Splitter (10%)

As funny as it sounds, the categories of “Lumper” and “Splitter” are well-used in the social sciences and some areas of liberal arts/humanities. Granted, those who regularly use the categories have been accused of being a “Lumper” because they’ve tried to place researchers, writers, and scientists in only one of two broad buckets. Still the idea of thinking historically as either a “Lumper” or a “Splitter” has a long history. Mark Noll, for instance, has identified his fundamental disagreement with David Bebbington over the idea of “evangelicalism” as a difference between a Lumper (Bebbington) and a Splitter (Noll).

- Is one approach better than another? Can you do both? What benefits and drawbacks exist with both approaches? What are these categories and are they even helpful?
 - State the basic understanding of the two categories
 - Put forth your thesis statement
 - Make an argument for your position, giving examples
 - Use one or two primary sources as examples (either positive or negative)

2. Each class will begin with a quiz based on the weeks reading. The top 10 quizzes will be averaged for the grade. An option of a one-page precis will be given to those with quiz-anxiety. (20%)
3. Students have an opportunity to present on their own tradition. Since there will undoubtedly be some overlap, the students and instructor will determine together what specific aspect of the tradition each student is to present on. There is a possibility of partner or group presentations. These presentations are 10 minutes in length with time for questions. The final two class times are reserved for the presentations. (15%)
4. An in-class Final Exam will be scheduled by the registrar (likely the week after the final class session). The exam will be a 3hr sit-down exam (closed book) with a mix of multiple choice, matching, fill-in-the-blank, short answer, and long answer. However, if students would prefer, they can choose to produce a 12-15pg research paper on a topic agreed upon with the instructor. Papers will be due the date of exam at midnight. Both options are weighted equally. (25%)
5. Actively engaging in class is crucial to the success of a class of this nature. The more you put into this class, the more you will get out. Longer evening classes can be challenging for students and instructors, the more we

dialogue about the material, the less lecturing is required. These are not “gimme” marks and expectations of participation are high.

CH 501 Class Presentation Evaluation		
Name:	Topic:	
Category	Assessment	Comments
Process: Has the student consulted with the professor concerning the tradition to be presented? Does the student have a clear grasp of their job in the presentation? 10	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Interpretation: Does the presentation explain the history and background of the tradition? 20	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Sources: Does the presentation explain the sources (secondary and primary) used by the presenter as evidence for his or her interpretation? 10	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Main Sections: Does the presentation explain the main historical (geographical, denominational, sociological, chronological) connections, and thereby capture the “story” of the tradition? 40	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? 20	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Grade:	Comments:	

CH 501 Short Historical Paper Rubric	
Name:	
Category	Assessment
Reflection/Thoughtfulness: Has the student taken the time to really wrestle with the depth	Excellent
	Good
	Acceptable

and breadth of the question? Do they show they understand the issue? 20	Weak	
	Deficient	
Style: Is the length sufficient, are there grammatical errors, has it been edited before submission, is it clearly laid out and easy to read? 20	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Content: Is the content succinct and addressing the meat of the issue? Does the student support their position with coherent and engaging reasoning? Do they display an attempt to “think historically”? 40	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Creativity: Does the student display an ability to think outside the box both critically and constructively? 20	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Grade:	Comments:	In Text

All assignments, unless otherwise noted, are to be submitted through Moodle. Extensions must be requested and agreed upon with the instructor prior to the due date of the assignment. Extensions are granted at the discretion of the instructor.

Attendance:

Unless otherwise agreed upon, all students are required to attend 80% of classes. This means a student is allowed two (2) class absences throughout the semester. The student is solely responsible to follow-up with missed material and assignments from classes not attended. Any incomplete assignments due to absence will be considered a 0% unless arrangements are made with the instructor for an alternative.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>	<u>Percentage Equivalence</u>
A+		100%
A	Excellent	95-99%
A-		90-94%
B+		85-89%
B	Good	80-84%
B-		75-79%
C+		70-74%
C	Satisfactory	65-69%
C-		60-64%
D+		55-59%

D	Minimal Pass	50-54%
F	Failure	

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. 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.