

# Huntingdon College Adult Degree Completion Program

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**COURSE NUMBER:** REL321  
**COURSE NAME:** History of Christianity I  
Spring 2009, Session II, Brewton

**INSTRUCTOR'S NAME:** Dr. Ed Glaize

**CONTACT INFORMATION:** [ed.glaize@huntingdon.edu](mailto:ed.glaize@huntingdon.edu)

**COURSE DESCRIPTION:** This class is an historical study of the rise and development of the Christian Church up to the time of the Protestant Reformation. We will look at the Church from the straightforward historical approach, while, at the same time, taking note of the doctrines as they were hammered out in the fires of controversy. The format of the class will be lecture, group work, and discussion. You will need to take notes, as some of the lectures will include material that is not in the textbook.

**PREREQUISITE:** REL233 recommended, but not required. Students should be able to access and navigate the internet, particularly the website [www.turnitin.com](http://www.turnitin.com). The password and class ID required to access the site for this class will be given at some point during the semester. You will be expected to submit your paper to *turnitin.com* on the same day that you turn in your hard copy of your paper at class. Familiarity with word processing software (such as Word) is also required.

**TEXT REQUIRED:** Cairns, Earle E. **CHRISTIANITY THROUGH THE CENTURIES**, Grand Rapids: Zondervan, (see **Huntingdon College bookstore list for edition and ISBN**)  
Coakley, John and Andrea Sterk, eds. **READINGS IN WORLD CHRISTIAN HISTORY**. Maryknoll: Orbis Books, (see **Huntingdon College bookstore list for edition and ISBN**)

**COURSE LEARNING OUTCOMES:** The student, upon completion of this course, will:

1. Be exposed to a broad understanding of the history of the church.
2. Come to know names of major figures in church history, and their impact upon their culture and their times.
3. Know key dates, and their impact upon the church
4. Have a working awareness of the important doctrinal movements that have occurred during the last 2000 plus years of the church's existence.
5. Be able to discuss and interact with the major doctrines and theories that have been studied and developed throughout the history of the church

The instructor should be able to help students achieve these goals through appropriate texts and assignments, constructive criticism and encouragement, class lectures and discussion, and availability for student consultation.

**COURSE ASSIGNMENTS & GRADING CRITERIA:** The following items are required for the course:

1. **Learning Journal:** A weekly journal demonstrating that you have read the texts. The

journal should answer the question for the week in a well-organized and well-crafted essay. These journals should also include questions and thoughts that arise as the material is studied. The writer should be able to reflect on these points during the course of a class.

2. **Mid-term Exam:** An exam given at week three. This exam will primarily consist of multiple choice questions, and cover only the material preceding the exam. Questions will be drawn from the reading and class discussion.

3. **Research Project & Paper:** a project in which each student will focus on some aspect of church history up to the Reformation; it might be on the life and work of a figure in church history, a movement that shaped the growth of the church, or the development of a particular doctrine. The subject matter of the project should be approved by the professor prior to beginning work on the project. The project should include: 1) a well-thought out thesis paragraph which fully explains the direction of the project; 2) background materials and resources that help to fully develop the thesis of the project; 3) a well-thought out presentation of the information in the form of a paper on the subject matter; and 5) a fully developed conclusion that ties the project together for the reader.

**Length of Paper:** paper should be 6-8 pages double-spaced (between 2100-2800 words), and should be Times New Roman font (12 pitch).

**Turnitin.com:** the paper for the final project will be submitted to turnitin.com by the time class meets for Module Five. Student may ask for help if needed to set up account.

4. **Final Exam:** An exam given at week five. This exam will, again, primarily consist of multiple choice questions, and cover only the material preceding the exam. As before, the questions will be drawn from the reading and class discussion.

<b>Grading Elements</b>	<b>Percentage:</b>
1. Four Learning Journals:	25%
2. Mid-term Exam:	25%
3. Research Project & Paper:	25%
4. Final Exam:	25%
<b>Total Points</b>	<b>100%</b>

### **RESEARCH PARAMETERS:**

All research will be done under the following guidelines.

1) Research for books on subject matter covered in this class can be done by means of the Online Catalogue of the Library known as "*Countess*."

2) **No online sources will be allowed except through research done under the Huntingdon Library support system.** This research support can be accessed in the following ways from the Huntingdon College Library website:

a) On the Library webpage, click on Databases. Then, click on EBSCO Host. This will access the various periodicals found in the databases of the Library. You will then search among the databases for a Religion Periodical Database such as the Academic Search Premier, or the ATLA Religion Database, and do a search from that database.

b) On the Library webpage, click on Databases. Then, click on the Routledge Reference database. From there you will be given a search engine to find articles for help in your research.

c) From the Huntingdon College website, you may interface with the Alabama Virtual Library for research purposes. Click on "*Campus and Library*," and then go to the "*College and University*" Age Group. From there you will find a number of different online helps for your research.

**GRADE POINT EQUIVALENTS** - Describe the point range for each letter grade.

A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 59-below

## **ATTENDANCE POLICY:**

**Absences and Tardiness – All students are required to attend the first session.** Those who do not attend the first session will be automatically dropped from the course. Students with more than one absence will receive an "F" for the course. Since this class meets only five times, missing a single class meeting is equivalent to missing three weeks of a regular term. If you cannot attend a class you must let the instructor know via email as soon as possible. In case of absences you are responsible for obtaining all handouts and assignments. Tardiness may result in a deduction in your class participation grade. Excessive tardiness may count as an absence.

**Participation** –Participation is not the same as attendance. Participation requires students to come to class prepared to actively participate, which makes the classroom experience more meaningful. However, participation is not just speaking out in class. The contributions made by the student should be related to the course content and meaningful to the class discussion.

**Late Assignments** – Explain whether late assignments will be accepted and what penalty might be imposed if the assignment is late. Also specify what assignments can be turned in late. This will allow the student to make informed decisions.

**Accommodation of Special Needs-** Huntingdon College makes every reasonable accommodation for disabilities that have been processed and approved through our Disability Services Committee in accord with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In order to request disability-related services at Huntingdon College, students must self-identify to the Disabilities Intake Coordinator, Camilla Irvin, and provide appropriate and up-to-date documentation to verify their disability or special needs. After the accommodations have been approved by the Disability Services Committee, the 504 Coordinator, Dr. Lisa Olenik Dorman, will notify your professor(s) of the committee's decision. If you have any questions regarding reasonable accommodation or need to request disability-related services, please contact Disability Services at (334) 833-4432 or e-mail at [disabilityservices@huntingdon.edu](mailto:disabilityservices@huntingdon.edu).

**Academic Honesty** –Plagiarism is literary theft. Failure to cite the author of any language or of any ideas *which are not your own creation* is plagiarism. This includes any text you might paraphrase, as well. Anyone is capable of searching the Internet or any printed media; your research paper is intended to broaden your knowledge, stimulate your creativity, and make you think, analyze, and learn. It is not consistent with the College Honor Code, nor with scholarly expectations to submit work which is not the product of your own thinking and research. Severe penalties will result upon the submission of any work found to be plagiarized, including potential failure of the entire course. It is easy and simple to properly cite all sources used in your paper. Take no risks – cite your sources.

**First Night Assignment** – see below

## **CLASS SCHEDULE:**

## **Week 1:**

### **Week One Outcomes**

By the end of this Module, students are expected to understand:

- The growth and expansion of the early church;
- That the church came at a critical time in the history of the world;
- The contributions of the Jews and the Romans to the development and growth of the church;
- The writing of the Gospels, and the existence of alternative Gospels;
- The organization and structure of the early church, and the creation of bishops and deacons & other administrative officials;

### **Student Preparation for Week One**

- Reading
  - *Cairns*, Chapters 1 – 6
  - *Readings*, Part 1: Readings 1-11
- Writing
  - Learning Journal is Turned in at Start of Class
- Research
  - Research of Topic – search for potential topics

### **Classroom Activities for Week One**

1.1 *Introductions and Overview*: Introduction of class members to one another and to instructor. Overview of syllabus, and explanation of requirements for class;

1.2 *Class Lecture*: on Subject Matter beginning with the value of studying Church History.

1.3 *Small Group Work*: Break into small groups to discuss points of readings that were raised in journals.

1.4 *Report of Small Groups*: Each group offers one significant point for discussion by class. Once circuit of groups has been achieved, you may choose to go around again with another question raised in journals.

1.5 *Discussion of Points Raised by Small Groups & Lecture*; some examples might include:

- 1.5a: Issue of timing of Christ's coming and growth of the church;
- 1.5b: Issue of Gospel development, and alternatives;
- 1.5c: Discussion of structure and organization of the church;

## **Week 2:**

### **Week Two Outcomes**

By the end of this Module, students are expected to understand:

- The interaction between the Roman Empire and the Church, and the growth of state-wide persecution;
- The issue of apostasy and the "lapsed", and the concept of "saints;"
- The primary heretical movements, their growth and doctrines, and the apologists and polemicists who challenged them;
- The schools of theology in Antioch and Alexandria, and the literal and allegorical methods;
- The growth of the monarchical bishop, development of the creeds, and the establishing of the canon;

### **Student Preparation for Week Two**

- Reading

- *Cairns*, Chapters 7 – 10
- *Readings*, Part 1: Readings 12-28
- Writing
  - Learning Journal is turned in at start of class
- Research
  - Selection of topic for project, and preliminary research

### **Classroom Activities for Week Two**

2.1 *Quick overview* of previous module, and any questions or concerns about class, final project, etc.

2.2 *Class Lecture*: review of subject matter for week;

2.3 *Small Group Work*: Break into small groups to discuss points of readings that were raised in journals;

2.4 *Report of Small Groups*: Each group offers one significant point for discussion by class. Once circuit of groups has been achieved, you may choose to go around again with another question raised in journals;

2.5 *Discussion of Points Raised by Small Groups & Lecture*; some examples might include:

2.5a: Questions of modern-day persecution;

2.5b: Issue of lapsed and our response to hypocrisy in the church;

2.5c: Discussion of heresy and modern church's response;

2.5d: Methods of Biblical interpretation

### **Week 3:**

#### **Week Three Outcomes**

By the end of this Module, students are expected to understand:

- The rise to power of Constantine and the Concept of Christendom and State Religion;
- The Trinitarian, Christological, and Salvation Controversies and their Resolution;
- The Golden Age of the Church Fathers;
- The Development of the Monastic Movement and the Influence of Benedict of Nursia;
- The Rising Power of the Roman Bishop and the Growth of the Liturgy;

#### **Student Preparation for Week Three**

- Reading
  - *Cairns*, Chapters 11 – 15
  - *Readings*, Part 2: Readings 29-44
- Writing
  - Learning Journal is turned in at start of class
- Study
  - Prepare for Mid-Term Examination
- Research
  - Continued Research for Paper

### **Classroom Activities for Week Three**

3.1 *Quick overview* of previous module, and any questions or concerns about class, final project, etc.

3.2 **Mid-term Exam**;

3.3 *Class Lecture*: review of subject matter for week;

3.4 *Small Group Work*: Break into small groups to discuss points of readings that were raised in journals;

3.5 *Report of Small Groups*: Each group offers one significant point for discussion by class. Once circuit of groups has been achieved, you may choose to go around again with another question raised in journals;

3.6 *Discussion of Points Raised by Small Groups & Lecture*; some examples might include:

- 3.6a: Discussion of intersection of Christianity and politics;
- 3.6b: Further discussion of Trinity, Christology, and Salvation Issues;
- 3.6c: Discussion of Monastic Principles;
- 3.6d: Issues relating to rise of Roman Bishop;
- 3.6e: Role of liturgy and place of worship in contemporary church;

#### **Week 4:**

#### **Week Four Outcomes**

By the end of this Module, students are expected to understand:

- Gregory the Great and the Strengthening of the Institution of the Papacy;
- The impact of Islam on Christianity, and Missionary Activity in the West;
- The Coming to Power of Charlemagne, and the Intersection of Church and State;
- The Emergence of the Holy Roman Empire, and the Rise of Feudalism;
- Growth of the Institution of the Pope and Conflict with Constantinople;
- Split of Roman and Eastern Churches, Icon and Filioque Controversies;

#### **Student Preparation for Week Four**

- Reading
  - *Cairns*, Chapters 16 – 20
  - *Readings*, Part 3
- Writing
  - Learning Journal is turned in at start of class
- Research
  - Continued research for Project

#### **Classroom Activities for Week Four**

4.1 *Review of Mid-term Test*;

4.2 *Quick overview* of previous module, and any questions or concerns about class, final project, etc.

4.3 *Class Lecture*: review of subject matter for week;

4.4 *Small Group Work*: Break into small groups to discuss points of readings that were raised in journals;

4.5 *Report of Small Groups*: Each group offers one significant point for discussion by class. Once circuit of groups has been achieved, you may choose to go around again with another question raised in journals;

4.6 *Discussion of Points Raised by Small Groups & Lecture*; some examples might include:

- 4.6a: Discussion of growing power of Roman Bishop;
- 4.6b: Discussion of questions relating to Christianity and other religions or cults;
- 4.6c: Discussion of nationalism and the church;
- 4.6d: Further discussion of split of the church;
- 4.6e: Role of liturgy and place of worship in contemporary church;
- 4.6f: Issue of icons and any connections to contemporary church;

## **Week 5:**

### **Week Five Outcomes**

By the end of this Module, students are expected to understand:

- The Height of Power Experienced by the Papacy;
- The Conflict with Islam, the Crusades, and the Reform Movements
- Scholasticism, the Development of the Universities, and the Great Academicians (Boethius, Abelard, Anselm, Aquinas)
- The Nadir of the Papacy, the Rise of Mysticism, and the Forerunners of the Reformation
- The Influence of the Renaissance, Humanism, the Rise of the Nation-States, and the Growth of the Greek Orthodox

### **Student Preparation for Week Five**

- Reading
  - *Cairns*, Chapters 21 – 25
  - *Readings*, Part 4
- Writing
  - Learning Journal is Turned in at Start of Class
- Research
  - Final Draft of Research Project
- Study
  - For Final Exam

### **Classroom Activities for Week Five**

5.1 *Quick overview* of previous module, and any questions or concerns about class, final project, etc.

5.2 **Final Exam**;

5.3 *Class Lecture*: review of subject matter for week;

5.4 *Small Group Work*: Break into small groups to discuss points of readings that were raised in journals;

5.5 *Report of Small Groups*: Each group offers one significant point for discussion by class. Once circuit of groups has been achieved, you may choose to go around again with another question raised in journals;

5.6 *Discussion of Points Raised by Small Groups & Lecture*; some examples might include:

5.6a: Dangers of power and the church (height and depth of the Papacy);

5.6b: The Issue of reform, and why the Reformation might have been anticipated;

5.6c: The Church's response to threats from the outside such as Islam, the Renaissance, etc.

5.6d: The issues that arose as a result of the Renaissance;

5.6e: Scholasticism and academics in relation to the Church;

5.6f: The split in the East and West churches, and the issues that were involved; might make an application of their relationship with the contemporary church;

5.7 **Turn in Final Project**