Huntingdon College
W. James Samford, Jr. School of Business
and Professional Studies
COURSE NUMBER: REL221
COURSE NAME: History of Christianity I
Spring 2016, Session I, Rainsville, Business Edu. Bldg, Room 103
Dates: 1/12, 19, 26, 2/2, 9
5:30-9:30

INSTRUCTOR’S NAME: Dr. Jonathan Watts

CONTACT INFORMATION: dwatts@hawks.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. The course will pay particular attention to the challenges and issues that shaped religious thought and expression in the early centuries of the Christian era. 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: Students should be able to access and navigate the internet, particularly the website 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.


COURSE OBJECTIVES: 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:**

**REQUIREMENTS:** 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.

**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.

**Grading Elements**

**Percentage:** Students will be graded equally on the four required learning activities:
1. Four Learning Journals: 25%
2. Mid-term Exam: 25%
3. Research Project & Paper: 25%
4. Final Exam: 25%

**Total Points** 100%

**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** – *No shows* fail the assignment. It is expected that the students fulfill their assignments on the date they are scheduled to do so. Students with illness or other problems that prevent them from attending class on the day a presentation or written assignment (including a test and/or exam) is due must contact their instructors PRIOR to the deadline via Huntingdon College email with supporting documentation to request an extension or a make-up. In most cases, missed assignments are logistically difficult to make-up while maintaining the integrity of the module. In rare cases, approval to make-up an assignment may be granted at the discretion of the faculty member based on the seriousness of the circumstance and on the supporting evidence provided by the student. Contacting a fellow class member does not substitute for contacting the instructor.

**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) 833-4577 or e-mail at disabilityservices@huntingdon.edu.

Medical Considerations - If you have a medical condition that may preclude participation in this course or any aspect of this course, the College suggests you consult your physician. The College will work with you based upon physician recommendations to find the best means to address any concerns.

Title IX Statement - Huntingdon faculty are committed to supporting students and upholding the College's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the College the faculty member MUST report to the college's Title IX Coordinator what you share. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may refer to Huntingdon's Sexual Misconduct Policy at http://www.huntingdon.edu/student-life/student-service/misconduct. You do not have to go through the experience alone.

Academic Honesty – Please see the Honor Code in the Student Handbook (p. 13-15) regarding academic honesty and dishonesty, including plagiarism, collaboration, and cheating. In short, avoid dishonesty. Those found engaging in dishonest behavior on a particular assignment will receive a zero for the assignment in question and may receive a failing grade for the course. At the discretion of the instructor, the matter may also be recommended to the College Judicial Board for further action.

First Night Assignment -

CLASS SCHEDULE:

Week 1 Outcomes
By the end of this Module, students are expected to understand:
- The development of the early church after Pentecost; the work of Paul and the early theological framework;
- That the church came at a critical time in the history of the world;
- The contributions of the Jews and the Romans to the founding of the church;
- The growth and expansion of the early church, and its major centers of theology;
- The reason for statewide persecution of the church and its effects;
- The concept of orthodox theology, and the battle against heresies;

Student Preparation for Week 1

- Reading
  - Shelley, Chapters 1-4
  - Readings, Chapter 1
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: The early theology of the church;
   1.5d: Questions of modern-day persecution;
   1.5e: The issue of orthodoxy and right theology;
   1.5f: Questions on the relationship between Christianity and other religions;

Week Two Outcomes
By the end of this Module, students are expected to understand:
- The development of the Canon and early documents of the Church, and their interaction with the heresies;
- The development of hierarchical leadership in the church, and the early officials;
- The growth of the office of Bishop and its importance in the Church;
- Early theological conflicts that rocked the church and its response;
- The issue of apostasy and the “lapsed”, and the concept of “saints;”
- The development of the school of Christian philosophy in Alexandria;
- The connection between philosophical systems and Christian philosophy

Student Preparation for Week Two
- Reading
  - Shelley, Chapters 5-8
  - Readings, Chapter 2-3
- 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: The importance of the Canon;
   2.5b: The role of structure in the church;
   2.5c: The place of hierarchy in the church (denominations and their views);
   2.5d: Issue of lapsed (backslidden) and sin in the church;
   2.5e: Discussion of heresy and modern church’s response;
   2.5f: Relationship between Philosophy and Christianity

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**Week Three Outcomes**

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

- The last days of persecution, and the rise to power of Constantine;
- The Concept of Christendom and State Religion;
- The Trinitarian, Christological, and Salvation Controversies and their Resolution;
- The schools of theology in Antioch and Alexandria, and the literal and allegorical methods;
- The role and importance of the Councils;
- The development of the Monastic Movement; reasons for its growth and its major figures;
- St. Augustine and his importance to the development of theology in the church;

**Student Preparation for Week Three**

- **Reading**
  - *Shelley*, Chapters 9-13
  - *Readings*, Chapter 4-5
- **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 interaction of Christianity and Politics;
   3.6b: Christendom, and the question of Christianity as a dominant force in society;
   3.6c: Discussion of questions relating to the Trinity, Christology, and Salvation Issues;
   3.6d: Discuss question of Biblical Interpretation
   3.6e: Discussion of Monastic Principles;
   3.6f: Augustinian theology and its place in the church;

Week Four Outcomes
By the end of this Module, students are expected to understand:
   • The Theological Foundations of the Institution of the Papacy;
   • The principles of Eastern Orthodoxy, the conflict over icons, and the split between Eastern and Western Christianity;
   • The Barbarian Invasions, their impact on the Empire, and their Conversion to Christianity;
   • The life, teachings, and importance of Gregory the Great;
   • 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;

Student Preparation for Week Four
   • Reading
     • Shelley, Chapters 14-18
     • Readings, Chapter 6-7
   • 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 role and power of Roman Bishop (the Pope);
     4.6b: Discussion of questions relating to Christianity, evangelism, and other religions or cults;
     4.6c: Concept of nationalism and the church;
     4.6d: Further discussion of split of the church, and the differences between East and West;
     4.6e: Role of liturgy and place of worship in contemporary church;
4.6f: Issue of icons (statues, pictures, etc.) and any connections to contemporary church;

**Week Five Outcomes**
By the end of this Module, students are expected to understand:
- The Height of Power Experienced by the Papacy; the Weapons used by the Pope to Maintain Power
- The Conflict with Islam, the Crusades, and the Results
- Scholasticism, the Development of the Universities, and the Great Academicians (Boethius, Abelard, Anselm, Aquinas)
- The Growth of the Mendicant Movement, and the Orders
- New Heresies that are Faced by the Church, and the Rise of the Inquisition
- The Nadir of the Papacy, and the Conflict with Developing Nations
- The Reform Movements and the Response of the Catholic Church

**Student Preparation for Week Five**
- **Reading**
  - *Shelley*, Chapters 19-23
  - *Readings*, Chapter 8
- **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**
1. **Quick overview** of previous module, and any questions or concerns about class, final project, etc.
2. **Final Exam**;
3. **Class Lecture**: review of subject matter for week;
4. **Small Group Work**: Break into small groups to discuss points of readings that were raised in journals;
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;
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 Issues relating to Just War, the Ethical Issues Surrounding the Crusades; and the Question of Defending Holy Sites;
   5.6c: The Church’s response to threats from the inside such as the Renaissance, and Perceived Heresies;
   5.6d: Scholasticism and academics in relation to the Church;
   5.6e: The Role of Scholarship in the Middle Ages;
   5.6f: A Discussion of the problems associated with the Papacy prior to the Reformation
6. **Turn in Final Project**