

Bible and Theology Department
"Shaping Servant-Leaders"

— Syllabus —

<p>HIS/MHT 556: World Christianity I (online) CREDIT HOURS: 3 Spring 2019 Room: TBA</p>	<p>Rev. Charles E. Self, Ph.D. 408-307-1339 (cell) AGTS, 2nd Floor selfch@evangel.edu OFFICE HOURS: By appointment</p>
<p>REQUIRED TEXTS: The following are required for this course</p> <p>For information of textbook pricing, go to http://www.bkstr.com/evangelstore/home</p> <p>Burgess, Stanley M., <i>Christian Peoples of the Spirit: A Documentary History of Pentecostals Spirituality from the Early Church to the Present</i>. NYU Press. 2011 ISBN 9780814799987</p> <p>Gonzales, Justo L. <i>The Story of Christianity, Volume I: The Early Church to the Dawn of the Reformation</i>. 2nd Revised and Updated Edition. Harper One, 2010. ISBN 9780061855887</p> <p>Gonzales, Justo L. <i>A History of Christian Thought in One Volume</i>. Abingdon Press, 2014. ISBN 9781426757778.</p> <p>Jenkins, Philip, <i>The Lost History of Christianity</i>. Harper One, 2008. ISBN 9780061472800</p> <p>Placher, William C., <i>Readings in the History of Christian Theology, Volume I: From Its Beginnings to the Eve of the Reformation</i>. Westminster John Knox Press, Revised Edition, 2015. ISBN 9780664239336</p> <p>Stark, Rodney, <i>God's Battalions: The Case for the Crusades</i>. Harper One. 2010 ISBN 9780061582608</p> <p>REQUIRED CLASS SUPPLIES: It is assumed students will have their laptops and internet access for class. There will be supplemental materials shared requiring this resource.</p>	

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION:

The purpose of Assemblies of God Theological Seminary is to train men and women to fulfill the mission of the Church as taught in Scripture—*Shaping servant leaders with knowledge, skill and passion to revitalize the Church and evangelize the world in the power of the Spirit.*

EVANGEL UNIVERSITY MISSION:

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

CATALOG DESCRIPTION:

This course examines the growth and cultural contexts of Christianity from the time of the ancient church to 1453. This study includes surveying the diversity of Christian traditions East and West, the expansion of the faith from the Middle East to Africa, Asia and Europe, missiological and theological developments, political and social dynamics, the rise of Islam and the Muslim conquests and the immediate contexts for the upheavals of the Reformation in the 16th century. Offered in the Fall term.

COURSE PREREQUISITES:

There are no prerequisites.

COURSE PURPOSE:

For women and men serious about kingdom service, humble appreciation and depth of knowledge concerning global Christian history is essential. For spiritual leaders, going “back to the future” and learning from prior generations will enhance wise leadership going forward.

COURSE REQUIREMENTS: (See details under “COURSE ASSIGNMENTS” below)

- **Students are expected to complete all assignments.**
- **Students must submit thirteen (13) weekly reading-response and reflection reports**
- **Students must submit 13 weekly video responses**
- **There will be two (2) Essays of 6-8 pages**
- **There will be a midterm exam** during the semester on the dates noted below.
- **A 12-14-page paper will be due on April 19, 2019**
- **There will be a comprehensive open-book final due on April 24.**
- Students are expected to have daily access to:
 - a computer
 - the Internet
 - Evangel email.
- All assignments need to be submitted Microsoft Office format.
 - MS Word file extension: .docx or .doc format
 - MS PowerPoint 2013, 2016 or Show, file extension: .pptx or .ppsx
 - The latest version of Office is available for your personal machine. It can be downloaded without charge by following the instructions at:
<https://help.evangel.edu/hc/en-us/articles/201759875-How-Do-I-Get-Microsoft-Office-for-free->

- All formal papers (unless otherwise specified by the instructor) are to be formatted according to AGTS's T8-SBL2 Academic Style.¹

ATTENDANCE:

Students are expected to communicate engagement each week with written assignments. Apart from serious illness or personal/professional issues, missing more than two weeks of the course will be reason for a withdrawal or failing grade.

COURSE OUTCOMES:

Upon completion of this course, the student will be able to:

Course Learning Outcomes (CLOs):

1. Discuss intelligently the diverse movements of Christianity in their cultural settings from AD 30 to the 16th century.
2. Offer insights concerning economics, vocation and work and the ways Christianity has transformed the economic, political and social landscapes where it has found reception.
3. Analyze the contributions of key personalities and movements in both religious/theological and sociopolitical contexts.
4. Explain how cultural contexts impact the reception and maturation of the Christian faith.
5. Evaluate the economic and social impact of Christianity and the biblical worldview on all the cultures and geographies touched by the Gospel.
6. Evaluate the innovative understandings of mission that developed in different settings, with foci on communication, humanitarianism, evangelization and discipleship.
7. Discuss the theological controversies and the creedal consequences for the various streams of Christianity.
8. Understand the forgotten streams of non-Chalcedonian Christianity.
9. Understand how Islam could conquer the cradle of Christianity and become a missionary rival of the Christian faith.
10. Historically analyze and evaluate Jewish-Christian relationships.

¹ This is the official, agreed-upon set of options of AGTS's faculty based on the 8th ed. of Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, and superseded by any differences from T8 in the *Society for Biblical Literature Guide for Contributors*, 2nd ed. Full details are found in COURSE COMMONS, the AGTS website, and The Write Place. [Add hyperlinks when available.]

11. Integrate spirituality and theology, appreciating the contributions and limitations of different spiritual foci as they developed over time.
12. Appreciate and articulate the experiences of Pentecostalism throughout church history, especially the entrepreneurial/missional ethos of Spirit-empowered believers.
13. Integrate her/his personal story with the larger historical-redemptive story.

Program Learning Outcomes (PLOs):²

- For the MATS student, the PLOs for this course are numbers 4, 5, 6
- For the M.Div student, PLOs 2, 3, 4
- For MAIS student, PLOs 3, 5, 6

E20 Outcomes:

This class supports the following EU20 Outcome(s):

C1. Spiritual Formation: Practice spiritual disciplines and articulate the contribution of these disciplines to their personal relationship with Christ.

C2. Pentecostal Experience: Identify the role of the Holy Spirit in their journey to spiritual maturity, drawing on the rich resources of biblical and historical Pentecostal experience.

This class supports and assess the following EU20 Outcome(s).

E3. Historical Inquiry: Define essential issues in human history, identify ways others have addressed those issues, and explore the applicability of those approaches to other intellectual, political, social, and/or spiritual contexts.

E4. Research & Analysis: Evaluate research, analyze data, and articulate arguments according to accepted methodologies in the liberal arts and sciences.

I1. Integrational Philosophy: Articulate the integration of faith, learning, and life.

G3. Global Cultures: Demonstrate knowledge of nations and regions of the world and key historical and cultural events in those regions.

G4. Worldview Awareness: Articulate his or her own worldview and respect, understand, and evaluate the worldviews of other individuals and people groups, historic and contemporary.

Faith, Work, and Economics Outcomes (FWE):³

This class supports these FWE Outcomes:

FWE Outcome 4: Recognize the poor & marginalized

Showed excellence in demonstrating how pastors, Christian leaders and local churches prioritize helping people recognize the poor, the marginalized and the culturally different as fellow stewards whose work is equally important in God's plan, cultivating trust and economic opportunity rather than division and dependency.

FWE Outcome 5: Economic flourishing

Showed excellence in demonstrating how pastors, Christian leaders and local churches prioritize helping people find meaning and fulfillment outside the walls of the church that create value for others, provide for their households and help communities and economies flourish.

² All AGTS Program Learning Outcomes are found on the website: <https://agts.edu/current-students/academic-policies/>.

³ All Faith, Work, and Economic Outcomes are found on the website: <https://agts.edu/current-students/academic-policies/>.

FWE Outcome 6: Pursuing justice and mercy

Showed excellence in demonstrating how pastors, Christian leaders and local churches prioritize helping people take responsible action, individually and as communities—energetically pursuing justice, mercy and flourishing while recognizing the complex challenges and limitations we face in the present age.

COURSE ASSIGNMENTS:

All assignments have specific due dates that are listed on the attached course outline. Assignment instructions can also be found in modules on COURSE COMMONS. **Unless otherwise directed by the instructor, all assignments are submitted to drop boxes on COURSE COMMONS. No assignments will be accepted via email.**

1. **Students must submit thirteen (13) weekly reflection reports** online by 12 Midnight on the **Thursdays** noted above. These will be 2-3 double-spaced pages and demonstrate engagement with the reading material. The template is included at the end of this syllabus. Students must use appropriate Turabian form.
2. **Students are expected to submit weekly responses to the video content.** These are due at 12 midnight on **Friday**. These are 2-3 double-spaced pages. For each week, the student must comment on three (a total of three, not three in each category!) key ideas, people and/or movements, stating their historical significance and potential influence on today's church.
3. **There will be two (2) Essays of 6-8 pages** due on the dates below (see Course Schedule). The specific questions are in the Course Schedule. These essays will be mature reflection on the textbook readings and classroom materials. No outside research is necessary. **Double-spaced, 11- or 12- point type should be used, with standard margins.** If a brief quote is given, note the author and page – otherwise, these are the student's analysis and summary. **Please see the guidelines below for effective writing.**
4. **There will be a midterm exam due on March 12.** The professor will prepare the class through a study guide issued on the student portal.
5. **A 12-14-page paper will be due on April 19.** The theme will be, "Someone Who Made a Difference." Students will choose a particular figure from World Christian history between 325 and 1453. At least five (5) outside sources should be consulted. This is NOT a full biography – give just enough background to be able to comment intelligently on the impact of this individual on their world.
6. **There will be a comprehensive open-book final due on April 24.**

ASSESSMENT:

All assignments are assessed using rubrics. Rubrics are attached to the drop boxes on COURSE COMMONS for viewing prior to assignment submission.

GRADING SCALE: The Professor will follow the regular AGTS grading scale:

A	94 to 100%	C	74 to < 77%
A-	90 to < 94%	C-	70 to < 74%
B+	87 to < 89%	D+	67 to < 70%
B	84 to < 87%	D	64 to < 67%
B-	80 to < 84%	D-	61 to < 64%
C+	77 to < 80%	F	0 to < 61%

GRADING POLICY:

Apart from sudden illness of particular emergency, all assignments should be submitted on time. If late work is a necessity, the student must contact the professor. Exceptions can be made for the above circumstances. Otherwise, late work will be penalized 10%. Incompletes should be a last resort and students must submit the form to the professor well before the final day of class and agree to a specific due date for completed work.

BIBLIOGRAPHY

A detailed bibliography of key primary source collections and secondary works will be posted on course commons during the semester.

COURSE OUTLINE:

Special note for approved undergraduates taking this course as part of their Evangel University Requirements: You will complete all the requirements for the course EXCEPT submission of the Final research paper. In other words, you will complete the reading and response questions, the exams and the essays.

Reading, Classroom Foci and Assignments

Codes for reading: B = Burgess; G = Gonzales; GO = History of Christian Thought; J = Jenkins; P = Placher; S = Stark

COURSE SCHEDULE

The Early Church

For January 18: Read: P: Ch. 1; G: 1-48; GO: 3-12 Reflection question: How is the message of Christianity in both continuity and contrast with Judaism and paganism?

For January 25: Read: B:1-25; P: Ch. 2; G: 48-96; GO: 13-32 Reflection question: what are the important contributions of Irenaeus and Tertullian to universal Christian belief?

For February 1: Read: B: 26-50; P: Ch. 3; G: 97-148; Reflection question: Comment on the ways the Christian message spread in the first centuries and what made the faith attractive.

For February 8: Read: GO: 33-94 Reflection question: Why are creeds important? Why was Arianism a threat to the faith?

The Imperial and Medieval Church

For February 15 B: 50-100; G: 129-156 Reflection question: How did monasticism help the progress of Christianity while also creating a duality between religious and lay vocations?

For February 22: G: 157-198; H: 78-100 Reflection question: Why is Jesus full deity and full humanity vital to our faith?

March 1: G: 199-224; P: Ch. 4; GO: 95-126 Reflection question: Summarize the key insights of Macrina and the Cappadocians on the Trinity. Why does this matter for Christian devotion and practice?

Reflective Essay #1 (March 8): What differences did Christianity make in the ethics, economics, morality and spirituality of the Roman Empire and other regions in the first four centuries?

For March 8: G: 225-262; GO: 127-147; S: 1-118; J:1-138 Reflection question: comment on the key contributions of Jerome and Augustine that still influence Christianity today.

Midterm Exam will be due on March 12

Late Medieval and Early Modern Christianity

For March 15: G: 269-314; GO: 148-157 Reflection question: Comment on three key differences between Eastern (Orthodox) and Western (Roman Catholic) Christianity.

For March 22: G: 315-356; GO: 158-190; S: 119-248 Reflection question: Why were the Islamic empires so successful in conquering "Christian" lands in the first centuries after Mohammed?

For March 29: G: 357-406; P: Ch. 6; J: 139-206 Reflection question: Comment on three lasting contributions of the "Churches of the East" (these are the non-Roman Catholic and non-Eastern orthodox communions emphasized in Jenkin's book) to missionary and theological life.

For April 5 G: 407-446; GO: 191-218; J: 206-262; P: Ch. 5 Reflection question: What do the mendicant orders (Franciscans and Dominicans) and the "radical reformers" (Waldensians, Wycliffe, Huss) have in common as they seek purification of the church?

Reflective Essay #2 due April 5 at midnight from all students: Compare and contrast the spirituality and theology of the three Christian traditions (Greek, Latin and the Churches of the East [non-Chalcedonian in Jenkins' book]).

What are three common beliefs/practices? What are at least two areas of difference?

April 12: G: 447-494; P: Ch. 6 Reflection question: What are the positive and negative consequences of Portuguese and Spanish expansion into the New World?

Final research paper due April 19

Final Exam due on April 24

ACADEMIC INTEGRITY:

As people of Christ, members of the broader academic community, and future professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel's policy on academic integrity, as published in the Student Handbook, appears in Section VIII. University Policies: Academic Integrity.

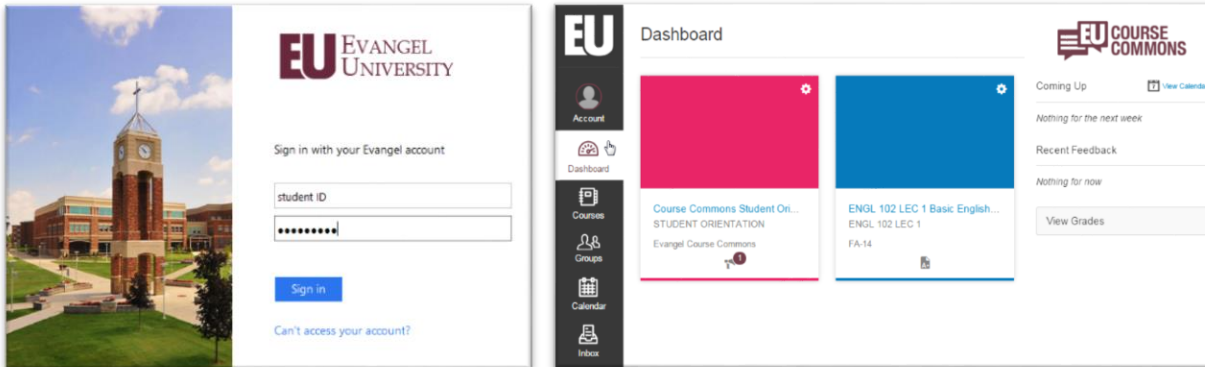
DISABILITY ACCOMMODATIONS:

Evangel University is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated by Evangel University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with me to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

— COURSE COMMONS Information —

This course will use COURSE COMMONS, Evangel's learning management system. There are links to COURSE COMMONS in the Student Portal and the Evangel website. The login page for COURSE COMMONS is <https://courses.evangel.com/>.

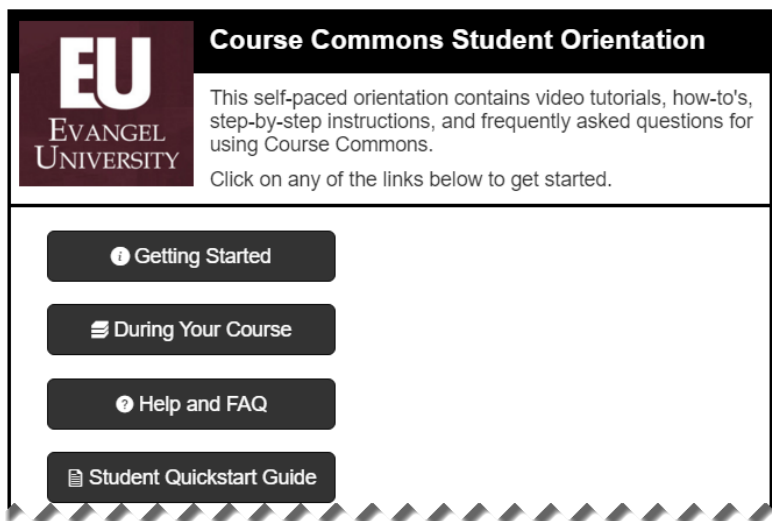


**Use your
Evangel**

username and password to login.

COURSE COMMONS STUDENT ORIENTATION

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to COURSE COMMONS, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



ACCESSING THE COURSE IN COURSE COMMONS

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

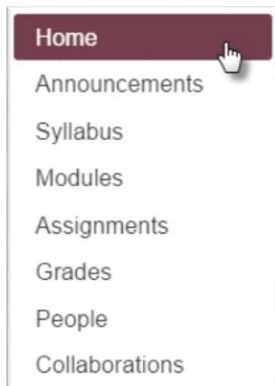
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in COURSE COMMONS seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through *COURSE COMMONS*. Only access to already submitted work, course resources and grades will be available.

ACCESSING COURSE CONTENT IN COURSE COMMONS

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.



You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu. Students can adjust their personal settings in *COURSE*

COMMONS. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout *COURSE COMMONS*.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from *COURSE COMMONS* and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the *COURSE COMMONS* Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

ACCESSING GRADES IN COURSE COMMONS

All course grades will be recorded and shown through *COURSE COMMONS*. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

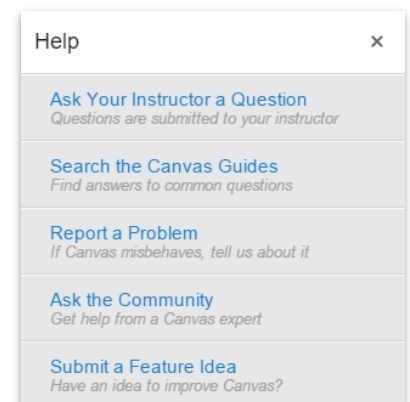
For more information on how to check your grades and what you can do from the Grades page, see the following page from the *COURSE COMMONS* Student Orientation: [How to Check My Grades](#).

HOW TO GET HELP WITH COURSE COMMONS

Help is never more than a few clicks away! You can access the Help menu from any page in *COURSE COMMONS*.

Click on the Help icon in the lower left corner of the screen. Because the *COURSE COMMONS* is powered by the Canvas Learning Management System, all help guides, and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.



You can browse and search the Help Guides using the following link:

<https://community.canvaslms.com/community/answers/guides/>.

COURSE COMMONS TROUBLESHOOTING

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with COURSE COMMONS? Click the Help icon, click "Report a Problem" and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone).

SPECIFIC DATA

Syllabus edited, expanded and revised on November 15, 2018 by Charles E. Self, Ph.D.