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HIST 320 History of Christianity

CRN 20422 • Section 1 • Spring 2019 • R 2:00-4:30 PM • 330 Marsh Hall (ADMIN) • 3 Hours

PHIL 320 History of Christianity

CRN 20424 • Section 1 • Spring 2019 • R 2:00-4:30 PM • 330 Marsh Hall (ADMIN) • 3 Hours

Nota bene: This course is cross-listed in both HIST and PHIL; be sure you've registered for the correct program designation.

Prerequisites

There are no pre-requisites for this course. The successful completion of the course sequence in the History of World Civilization is recommended, not required.

Instructor

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Course Description

This course introduces the history of Christianity and its influence throughout the world, the principles and methods historians use to determine its history, and the ways in which its history informs its present and set its course for the future.

Course Management System and Hardware/Software Requirements

This course utilizes the [Blackboard Course Management System](#). You will also need access to Word, Pages, or other word processing software that enables you to submit your work in a Portable Document Format (PDF) and Microsoft Power Point or other presentation software that allows you to view Power Point Files.

Required Texts

The required texts for this course: D. MacCulloch, *Christianity: The First Three Thousand Years* (Viking, 2009) and W. K. Storey, *Writing History*, 5th ed. (Oxford, 2015).

Concord University Educational Goals

This course addresses the following university educational goals:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse.
2. An ability to analyze, synthesize, and integrate elements, information and ideas
3. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria
4. An ability to interpret events and trends within historical contexts
5. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution

National Standards

This course conforms to the Statements, Standards, and Guidelines of the American Historical Association (<https://www.historians.org>).

Course Learning Outcomes

The successful completion of this course will enable you to achieve the following outcomes:

1. Demonstrate an understanding of the principles and methods of historical research;
2. Apply those principles and methods to (a) summarize, analyze, and evaluate the history of Christianity, (b) in its proper context, (c) with the proper attitude of respect for the persons, cultures, and civilizations in its history;
3. Develop effective solutions to the historical problems that inform the present and set the course for the future.

Preparation for Class

You must complete the reading assignment prior to each class session and submit a significant question, comment, or criticism in response to the reading to the online discussion forums on Blackboard in preparation for each class session. (See the Course Schedule below for more information on the online discussion assignments.)

Attendance and Participation

I require attendance in order to help you do well in this course; regular, active participation in class is the single most effective thing that you can do to improve your performance. If you miss or fail to actively participate in more than three classes, you must provide a satisfactory explanation. If you fail to do so, I will withdraw you from the course in conformity with the Academic Policies and Procedures in the current edition of the Academic Catalogue (<http://catalog.concord.edu/>).

Lecture and Discussion

Each class session consists of a lecture with an active discussion of your posts to the online discussion forum, not simply a lecture or even a lecture with a question and answer session. You must actively participate in the class discussion in order to receive credit for attendance.

Assessment

I will assess your performance on the basis of the following assignments: (1) a series of twelve discussion posts to the online forums in Blackboard (5% each for a total of 60%), (2) two in class tests (10% each for a total of 20%), and (3) a final research paper (20%).

Grading Policy, Scale, Late Work, and Corrections

I grade all assignments on a standard scale: A (90-99/100), B (80-89), C, (70-79), D (60-69), and F (0-59). If you miss the deadline for a graded assignment, you must provide a satisfactory explanation for missing the deadline to reschedule. You may correct any of the graded assignments scheduled prior to the week of final exams; the deadline for all corrections is the last day of regularly scheduled classes for the semester. (Note: I grade late work as time permits; so, I may not grade late work in time for you to meet the deadline for corrections.)

Communication

I will maintain a professional line of communication through your university email account, not your personal email account, social media, or texts. You are solely responsible for checking your university email on a regular basis; failure to do so is not a legitimate excuse for missing deadlines.

Professional Conduct

Concord University requires its students to conform to the standards of professional conduct published in the Academic Policies and Procedures in the current edition of the Academic Catalogue (<http://catalog.concord.edu>). If you violate these standards, I will issue a warning. If you violate them a second time, I will withdraw you from the course and inform the Office of the Vice President of Academic Affairs, who may review your case for further discipline.

Course Schedule

The course schedule includes the topics for each day the course meets, assignments, and due dates. Changes to the schedule are rare; but if there are changes, then I will inform you of them through Blackboard. You are solely responsible for checking this schedule, as well as for checking Blackboard for any changes, to prepare for class each day the course meets.

Jan. 17 Introduction: A Personality Cult

Reading: D. MacCulloch, *Christianity: The First Three Thousand Years* (Viking, 2009), 1-15

Jan. 24 A Millennium of Beginnings

Reading: MacCulloch, 19-73

Discussion Assignment no. 1

Post a significant question, comment, or criticism in response to a specific claim in the assigned reading to the online discussion forum on Blackboard; and then reflect on the implications of your question, comment, or criticism in a short discussion of 100-300 words in preparation for classroom discussion. **You must submit your post no later than 11:59 PM on the evening prior to the day of class.**

A Statement on Netiquette

Your conduct online must conform to the same standards as the traditional classroom: you must engage one another in a polite, respectful, and professional discussion as stated in the Policies and Procedures of the Academic Catalog (<http://catalog.concord.edu>). If you fail to do so, I will issue a warning. If you fail to do so a second time, I will withdraw you from the course in conformity with those Policies and Procedures.

Criteria

1. Clarity of expression
You must express yourself in a polite, respectful, and professional manner. Your prose does not need to be as professional as it does for your other, more formal assignments; nevertheless, if your prose is not clear, your grade will naturally suffer.
2. Quality of information
Your post must be relevant, accurate, and properly detailed.
3. Depth of critical thought
You must provide an insightful response to the reading in the form of a question, comment, or criticism, not merely a summary of the reading.

Rubric	
A (90-99/100)	Satisfies the conditions for three of the criteria
B (80-89)	Satisfies the conditions for two
C (70-79)	Satisfies the conditions for one
D (60-69)	Fails to satisfy the conditions
F (0)	Fails to indicate sufficient familiarity with the specific details of the reading assignment

Jan. 31 A Crucified Messiah

Reading: MacCulloch, 77-154

Discussion Assignment no. 2

Feb. 7 The Imperial Church

Reading: MacCulloch, 155-228

Discussion Assignment no. 3

Feb. 14 Christian Traditions in Africa, Asia, and the Middle East

Reading: MacCulloch, 231-285

Discussion Assignment no. 4

Feb. 21 Christian Traditions in Europe

Reading: MacCulloch, 289-362

Discussion Assignment no. 5

Feb. 28 The Emperor, the Pope, and a Church for All People

Reading: MacCulloch, 363-423

Discussion Assignment no. 6

Mar. 7 **Test no. 1 (Midterm Exam)**

The in-class tests require you to respond to four (of five) short essay questions on the assigned reading in MacCulloch's *History* for this portion of the course. Each question will consist of two parts: (a) a factual part of your response and (b) a critical reflection on the facts. Each response should consist of two (or at most three) pages of the blue exam books, approximately 100 words per page: one page for the factual part of your response and one or, at most, two, for the critical part of your response.

Criteria

1. Clarity of expression
You must express yourself clearly, in a polite, respectful, and professional manner, without significant errors in spelling, grammar, punctuation, etc.
2. Quality of information
The first part of your response must be relevant, accurate, and properly detailed.
3. Depth of critical thought and reflection
You must also provide thoughtful reflection on the question in the second part of your response.

Rubric	
A (90-99/100)	Satisfies the conditions for three of the criteria
B (80-89)	Satisfies the conditions for two
C (70-79)	Satisfies the conditions for one
D (60-69)	Fails to satisfy the conditions
F (0)	Fails to indicate sufficient familiarity with the specific details of the question

Mar. 21 The Principles and Methods of Historical Research

Reading: W. K. Storey, *Writing History*, 5th ed. (Oxford, 2015)

Discussion Assignment no. 7

This assignment differs slightly from the others. For this assignment, post a tentative topic for your research paper and discuss why you chose that topic. (See the instructions for the research paper below.) Subsequent classes will include a discussion of your progress on your research.

Suggestions:

1. Jesus of Nazareth, Joan of Arc, Dietrich Bonhoeffer, or another figure in the history of Christianity
2. Pentecost, the First Council of Nicea, The Scopes Trial, or another event
3. The True Cross or another relic, the Book of Kells, Handel's Messiah, or another artefact
4. Isaiah 7:14, Mark 16:17-18, Revelation 22:7, 12, and 20, or another controversial passage in the Judeo-Christian scriptures
5. The Greco-Roman concept of the *logos* and its influence in John's Gospel, the freedom of the will, the possibility of universal salvation, or another philosophical/theological topic

Mar. 28 Orthodoxy

Reading: MacCulloch, 427-547

Discussion Assignment no. 8

Apr. 4 The True Church and Its Reformation

Reading: MacCulloch, 551-688

Discussion Assignment no. 9

[This class will also include a discussion of your preliminary literature review for your research paper.]

Apr. 11 A Worldwide Faith

Reading: MacCulloch, 689-765

Discussion Assignment no. 10

[This class will also include a discussion of your tentative thesis.]

Apr. 18 Enlightenment

Reading: MacCulloch, 769-914

Discussion Assignment no. 11

[This class will also include a discussion of the argument in support of your thesis.]

Apr. 25 World War, Peace, and Prospects for the Future

Reading: MacCulloch, 915-1016

Discussion Assignment no. 12

[This class will also include a discussion of the problems you have encountered in your research.]

May 2 **Test no. 2 (Final Exam)**

This in-class test also requires you to respond to four (of five) short essay questions on the assigned reading in MacCulloch's *History* for this portion of the course.

Nota bene: If you submit a rough draft of your research paper via Blackboard no later than 11:59 PM on the last day of classes for the semester, I will provide a brief comment on your draft on Monday of finals week; I will not respond to drafts submitted after the last day of classes.

May 9 **The Research Paper**

Nota bene: There is no final exam for this course; the final paper replaces the final exam.

Instructions

Select a controversial topic in the history of Christianity, e.g., a person, event, artefact, scriptural passage, or philosophical problem, research the topic with the guidance of your instructor, and develop a thesis to resolve the controversy.

Length

Your paper should be at least a thousand words in length, approximately five to seven pages—not counting quotations, charts, tables, and so on. If less, you will not satisfy the condition for adequate detail. It does not need to be more than two or, at most, three thousand words.

Sources

You must cite two or, at most, three secondary sources to gather the relevant facts for your research and, of course, at least one primary source. Pay particular attention to discrepancies in the secondary sources.

Submission

Submit your paper in a Portable Document Format (PDF) on Blackboard **no later than 11:59 PM on Thursday of finals week.**

The Turnitin Similarity Report

Your paper must not exceed a score of more than 24% on the Turnitin similarity report. If it does, you will receive a grade of an F, a 0/100. You will be able to access Turnitin directly through Blackboard; you do not need to register for a Turnitin account.

Criteria

1. Clarity of expression
You must express yourself in a polite, respectful, and professional manner, without significant errors in spelling, grammar, punctuation, etc.
2. Thesis statement and structure of argument
You must present a clear thesis statement and a well-structured argument in support of your thesis.
3. Style, format, and citation
You must conform to the standards for style, format, and citation in the current MLA Style Manual (<https://style.mla.org>) or, as Storey recommends, the Chicago Manual of Style (<https://www.chicagomanualofstyle.org/home.html>).
4. Quality of information
You must provide relevant, accurate, and detailed information in support of your thesis.
5. Depth of critical thought and reflection
You must provide critical reflection on the information you provide in support of your thesis throughout your paper; not merely a summary of the information.

Note this assignment is more demanding than the others for this course. Our research and writing guide, Storey's *Writing History: A Guide for Students*, provides detailed information on the expectations for college level research papers in history.

Rubric					
	4 points	3	2	1	0
1. Clarity of expression	Demonstrates the highest degree of clarity of expression	Demonstrates a high degree of clarity	Demonstrates a moderate degree of clarity	Demonstrates a minimal degree of clarity	Fails to demonstrate a minimal degree of clarity
2. Thesis statement and structure of argument	Demonstrates an exceptionally clear thesis statement and a well-structured argument in support of the thesis	Demonstrates a very clear thesis statement and well-structured argument	Demonstrates a moderately clear thesis statement and well-structured argument	Demonstrates a minimally clear thesis statement and well-structured argument	Fails to demonstrate a clear thesis statement
3. Style, format, and citation	Demonstrates the highest degree of conformity to the standards for style, format, and citation	Demonstrates a high degree of conformity to the standards	Demonstrates a moderate degree of conformity to the standards	Demonstrates a minimal degree of conformity to the standards	Fails to demonstrate the minimal degree of conformity to the standards
4. Quality of information	Demonstrates an exceptionally high degree of relevance, accuracy, and detail	Demonstrates a high degree of relevance, accuracy, and detail	Demonstrates a moderate degree of relevance, accuracy, and detail	Demonstrates a minimal degree of relevance, accuracy, and detail	Fails to demonstrate a minimal degree of relevance, accuracy, and detail
5. Critical thinking	Demonstrates an exceptionally high degree of critical thinking	Demonstrates a high degree of critical thinking	Demonstrates a moderate degree of critical thinking	Demonstrates a minimal degree of critical thinking	Fails to demonstrate a minimal degree of critical thinking

University Policies and Procedures

Accessibility/Accommodations

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellsion@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states: *"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."* The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information: <http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

- University Closure: No students or employees are to report.
- Classes Cancelled: Students do NOT report BUT employees are expected to report to work at their normal time.
- Inclement Weather Delay: Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)
Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment and Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384- 5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304- 384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

This syllabus is subject to change based on the needs of the class. Please check it regularly.