

Religion 300 E Christian Foundations

Spring 2012 -Roger Newell-George Fox University Office: 503 554-2660

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Office Location: Hoover Academic Building, Dept. of Religious Studies, 2nd floor, room 243

Office Hours: MWF 4:30-5:30 TU/TH 3-4

Class Meeting Times: Tuesday/Thursday 1:20-2:35

Class Room: Lemmons 8

Course Description

Everyone has a foundation of trust in something or someone. It might be faith in self, faith in \$ucce\$\$, faith in one's country, or faith in faith. (cf. Fraülein Maria who sings in *Sound of Music*, "I have confidence in confidence alone...") Our foundational faith affects how we think, feel and respond to everything we encounter in life. This class will take a historical look at *faith in Christ* as the foundation for how Christians have thought about God and how this faith has shaped their desire to live in history according to Jesus' prayer that God's will shall be done "on earth as in heaven."

Course Goals:

The primary goal of this course is to deepen and broaden the student's understanding of Christian faith by:

- 1) Engaging the great, sprawling and complex narrative of the Christian community following the events recorded in the New Testament.
- 2) Encountering some of the historic controversies and conflicts in the Church's witness to the Gospel.
- 3) As a result of 1) and 2) our connection to the 'cloud of witnesses' who have gone before us will be more honest and will strengthen our own witness to the gospel's truth today.

Texts

Justo Gonzalez, *Story of Christianity: Vol. 1: The Early Years to the Dawn of Reformation*. and

Justo Gonzalez, *Story of Christianity: Vol. 2 The Reformation to the Present Day*.

Olivier Clement, *The Roots of Christian Mysticism*.

Various handouts and readings including web-based sources.

Assignments

1. Quizzes on Readings. (20%) Frequently at the start or infrequently at the end of class, a quiz will be given on the day's assigned reading. Because colds, flu and other not so nice things happen, the 4 lowest grades will be tossed. If you are on a university related program that requires you to miss class, please check in with me so make up arrangements can be made.

Alternative to quiz: Students may choose instead to submit a 300 word summary of the reading which includes a brief summary, two main themes or events, one key question raised from the reading.

2. Guided Journal. (20%) Most Thursdays you will turn in a one page (300 words) response to Clement. You will be given some questions to help you engage with the text. This weekly journal is not about your opinions about Clement. It's about Clement. The time spent in this book will be a helpful antidote to the general deficit of knowledge concerning the experience and teachings of the early centuries of the church. Sometimes printers run out of ink, so electronic copies will be accepted but at reduced credit of half a grade. To a limited extent late work is accepted but at a reduction of one grade per day late.

3. Christian Experience Project. 4-5 pages. 20%

For this paper, begin with a question that has been affecting your faith; something you struggle with or have real curiosity about, that seems of vital importance to the meaning of Christianity. Then talk to *at least* two people older than 65. Ask them your question and how their life experiences might shed light on your experience. You may wish to ask others as well (classmates, family, other people in church, professors, etc.) and then write about your reflections on the question after having discussed it with others.

You may wish to introduce the people you chose to speak with by telling who this person is (or use a pseudonym if you wish to preserve their privacy) and why you chose them. You may wish to start the conversation with a few general questions, such as: What is one thing you know about faith or God that you wish you had known earlier in life? What is one piece of advice you would give a young adult?

Enjoy the conversations and the gathering of perspectives on a question which is significant for you. *Due the last thursday of class. (NB This is not the day of the Final exam.)*

4. Two Exams. (40%) There will be a mid-term (20%) and a final exam (20%). The Final exam will be on the material covered during the second half. The exams will include a) essays based on questions handed out each week and may include b) short answer, t/f, multiple choice.

Grading Criteria

100-92%	A	71-70	C-
91-90	A-	69-68	D+
89-88	B+	67-62	D
87-82	B	60-61	D-
81-80	B-	59->	F
79-78	C+		
77-72	C		

1. For written projects, note the guidelines prepared by the Department of Religious Studies for proper format, etc. Students should prepare their work in accordance with these guidelines which are available in hard copy and on our department website. Work that does not meet these standards or that has frequent errors will be returned for revision without being graded. Corrections may be made and the paper resubmitted for evaluation; however, a 20% reduction in score accompanies this opportunity. If the paper is not resubmitted, a score of "0" will be recorded for the assignment.
2. Assignments are due at the start of class in hard copy (paper). In case of absence, papers should be submitted in advance or on time delivered by another student. *Scores on emailed assignments are reduced 10%.*
3. Academic Help: The **Academic Resource Center (ARC)** on the Newberg campus provides all students with free writing consultation, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC, housed on the second floor of the Murdock Learning Resources Center (library), is open from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m. on Friday. Call 503-554-2327 or email the_arc@georgefox.edu to schedule an appointment. Visit arc.georgefox.edu for information about ARC Consultants' areas of study, instructions for scheduling an appointment, and helpful learning tools.
4. **Disability Assistance:** If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to the Disability Services Office. For more information, go to ds.georgefox.edu or contact Rick Muthiah (ext. 2314 or rmuthiah@georgefox.edu).
5. **A Warning about Plagiarism.** Plagiarism is the using of another person's writing without citing them. It also includes using someone's ideas without citing them. The consequences for plagiarism can include failing the course or even expulsion from the university, as specified in the student handbook.
6. **Courtesy** The art of good old-fashioned social courtesy is becoming a lost cultural skill. What follows is my remedial reminder about the four C's of courtesy in a college classroom.
 1. *Come on time.* Arriving late and leaving early interrupt the focus of class. If you do come late, please come in and sit down quietly near the door. And if you must leave class, (for a Dr's appointment, etc.), please just slip out quietly. Sometimes these things are unavoidable and we need to be gracious to one another. But even when unavoidable, such behavior adversely affects our already limited concentration skills.
 2. *Casual conversations* during class lecture or discussion time significantly divert attention from the task of learning. CC's are leftovers of a high school mentality which dumbs down the college experience. I will encourage you throughout the semester to resist this everyday temptation to mediocrity.

3. *Cell phones, text messages, etc.* Out of respect for our limited time together and the task at hand, please remember to turn off cell phones, iphones, etc. during class. Please resist the urge to send and receive text messages during class time. It's one more form of self-distraction which also distracts the rest of us.

4. *Computers.* While technology can enhance learning, sometimes it gets in the way. After more than a decade of constant usage, the case can be made that the use of computers in class has become a fascinating distraction for too many, a way of self-isolation and distancing from the immediacy of a live classroom. In a culture of sensory overload with its attendant de-personalization, lap top multi-tasking has become a common coping strategy, but makes us increasingly at risk of failing to show up for our own lives. This semester we will try to re-personalize the classroom by checking our computers at the door. Bring a pen, a pencil, a notebook and let's see what happens. Please note: if you have a learning disability that requires you to use a computer for note-taking, please bring along the appropriate documentation from the coordinator of Disability Services. (See above.)

A lack of courtesy will affect borderline grades.

Reading and Exam Schedule

Week 1 Jan 10, 12

10 Introduction, Syllabus review. (Hand out questions for Guided Journal) *Foundation as Identity: An Introduction to historical theology.*

12 Gonzalez vol. 1, 1-30. *Given its awkward beginnings, why did Christianity spread so quickly?*

Due: Guided Journal on Clement, Introduction and chapter 1.

Week 2 Jan 17, 19

17 *Who persecuted the Church and why?*

Gonzalez, 31-58

19 *How did the early church transform the Ancient Worldview? Irenaeus and Recapitulation*

Gonzalez, 49-104

Due: Journal on Clement Chapter 2

Week 3 Jan 24, 26

24 *Orthodoxy and its Shadow*

Gonzalez, 105-156 ch 11-14

26 *The Great Controversy: Arius and Athanasius and the Council of Nicea 325 A.D.*

Gonzalez, 157-207 ch 15-19

Due: Clement Journal 3

Week 4 31 Jan, 2 Feb

31 *The Monastic Model; Tertullian and the Latin Heresy*

Gonzalez, 209-239 ch 20-23

2 *Controversy with Pelagius (freedom)& Donatus (discipline and forgiveness)*

Gonzalez p. 241-252 ch. 24

Due: Clement Journal 4 (God: Unity and Difference)

Week 5 Feb 7, 9

7 *Barbarians, Benedictines, Papacy, Islam*

Gonzalez, 253-293 ch 25-27

The Rule of Benedict: <http://www.osb.org/rb/text/index.html> (For Extra Credit, read all chapter headings, (73) the Prologue and the first 7 chapters. For each of the first seven chapters, note one wise saying, one which you find confusing or strange.)

9 *A New Christological Crisis: Chalcedon Preserves the Mystery 451 A.D.*

Gonzalez, 294-313 ch 28

Due: Clement Journal 5 (The Human Vocation)

Week 6 Feb 14, 16

14 *Renewal and Decay*

Gonzalez, 315-344 ch 29(skim), 30

16 *The Crusades, Collapse, New Learning 345-445 ch 31-35 (you will have to skim parts of this, but please sense the trends and key developments.)*

Due: Clement Chapter 6 (aka Part Two, 1. Ecclesia: A Place for Rebirth)

Week 7 Feb 21, 23

21 Gonzalez, *The Beginnings of Colonial Christianity, 447-490* ch 36-38 (again, skim)

23 Mid-Term Exam

Week 8 Feb 23, 1 March

28 *Luther's Journey to Reform*

Gonzalez, volume 2, 6-56 ch 1-4 (Handout *12 Articles* for next time)

Extra Credit option: Feb 29 Woolman Forum, 7:30 p.m. Leroy Barber, President, Mission Year will speak on the topic of Building Peace, Living in Community. Turn in a one page review 300 words or less for e.c.

1 *The Radical Reformation*

Gonzalez vol 2, 57-76 ch 5-6

Due: Clement Journal 7 (The Interior Combat)

Week 9 March 6, 8

6 *Calvin's Geneva*

Gonzalez, vol 2, 77-86 ch 7

8 *Elsewhere in Europe: Convulsion*

Gonzalez, vol 2, 87-191 ch 8-17 (you will need to skim)

Due: Clement Journal chapter 8 (Confidence and Humility)

Week 10 March 13, 15

13 *Puritans, Catholics and Lutheran Scholastics*

Gonzalez vol 2, 194-236 ch 18-21

15 *Enlightenment: The Rationalist Movement*

Gonzalez vol 2, 237-248

Due: Clement Journal 9 (Passions Transfigured, Thought Transcended)

Week 11 March 20, 22

20 *Quakers; Controversies over Communion*

Gonzalez vol. 2, 249-258 ch 23

22 *Journey Inward/Journey Outward: The Pietists and John Wesley.*

Gonzalez vol 2, 259-273 ch 24

Due: Clement Journal Chapter 10 (On Prayer)

Week 12 SPRING BREAK

MARCH 26-MARCH 30

Week 13 April 3, 5

3 *Wilberforce Amazing Grace.*

5 *Christianity Comes to North America (along with shiploads of sinners and a cargo of slaves)*

Gonzalez vol 2, 275-290 ch 25

Due: Clement Journal Chapter 11. (The Glory of God hidden in Creatures)

Week 13 April 3, 5

3 *The Great Reversal and the Liberal/Fundamentalist Controversy*

Gonzalez, vol 2, 300-347 ch 26, 27. Also read Stephen Pointer's essay. *American Postmillennialism: Seeing the Glory* <http://www.christianitytoday.com/ch/1999/issue61/61h028.html>

5 *Shifting Landscapes and Theological Developments*

Gonzalez, vol 2, 349-415 ch 28-32

Due: Clement Journal 13 (The Difficult Love) **Please note: skip chapter 12 Enstasy-Ecstasy**

Week 14 April 10, 12

10 *Missions & Colonialism; Change & Continuity in Rome*

Gonzalez, vol 2, 417-455 ch 33-34

12 *Theologians Under Hitler*

Gonzalez, vol 2, 457-471 ch 35

Week 15 April 17, 19

17 *Those who Resisted: The Confessing Church in Germany and its legacy*

The Barmen Declaration <http://www.ucc.org/beliefs/barmen-declaration.html>

The Stuttgart Declaration http://wapedia.mobi/en/Stuttgart_Declaration_of_Guilt

Handout: *Leipzig 1989: The Unlikely Birthplace of Germany's Non-Violent Revolution*

19 *The Relevance of Christianity.*

Gonzalez vol 2, 473-530 ch 36-38

<http://www.alastairmcintosh.com/general/spiral-of-violence.htm> Helder Camara's essay on spiral of violence.

Handout: *Pagans and Christians (Dietrich Bonhoeffer)*

Due: *Christian Experience Paper Due at beginning of class today.*

Final exam: Thursday, April 26 10 a.m.

These people who have been turning the world upside down have now come here. They are all defying Caesar's decrees, saying that there is another king, one called Jesus. Acts 17:6-7.