

**School for New Learning
DePaul University
Course Syllabus: HC 233 Christianities: Ancient, Modern, Global
Winter Quarter 2010**

1. General Information

Faculty: Kevin Buckley, M.A.
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Location: Loop Campus

Dates/Time: Wednesdays, January 6-March 17, 2010.

Credit Hours: 2 hours for each competence; maximum of 4 hours

I will be available at the Loop Campus for scheduled individual meetings after 3:30 PM on Wednesdays. I am also at the SNL office (14 E. Jackson, 14th floor) on most Mondays and Fridays (10 AM - 5 PM). If you wish to meet with me, please email me so that we can schedule a time and place for the meeting.

2. Course Description and Faculty Biographical Sketch

A close reading of the New Testament reveals a diversity of beliefs and practices that developed when people of different cultures accepted the preaching of early Christian missionaries. The engagement of later Christian communities with an even greater variety of cultures has contributed to the spread of various ideas, practices, and institutions--religious and secular--to many parts of the world. Meanwhile, local and regional expressions of Christianity reflect the influence of the cultures with which they have interacted. This course will identify some of these varied expressions of Christianity and will explore the development of "modern" culture both as a consequence of, and a reaction to, the dominant role of Christian beliefs and practices in many European cultures. We will also consider the impact of the rejection of modern values by some believers, which has led to profound divisions within many Christian denominations. The course will investigate how Western Christianity may have contributed to the various cultural phenomena that are associated with globalization. At the same time, we will also address the criticisms of globalization by many Christians throughout the world.

Kevin Buckley earned an M.A. in Liberal Studies from DePaul University. He is an academic advisor at the School for New Learning and has taught the following SNL courses: Moral Life in Modern Culture; Advanced Elective Seminar: Spirituality, Culture, and Technology; Work and the Modern Self; Catholic Social Ethics; and Spiritualities of Work (FDIS). He has also conducted adult continuing education programs at the Newberry Library and Loyola University's Institute of Pastoral Studies.

3. Competences

A-3-X: Can describe the impact of modern values on traditional theological perspectives

- Identifies the beliefs of a specific New Testament community
- Describes the continuity in, and the development of, a specific Christian belief as this religious tradition has spread throughout the world
- Relates at least two modern values to the development of this belief.

To develop this competence, you will compare and contrast a specific belief that is described in the New Testament with the expression of this belief in a Christian community in the 21st century. Your discussion will address the tension in modern society between the quest for individual autonomy and the values of a global culture. You will also address the role of local communities in resolving this tension.

H-2-X: Can explain the development of institutionalized practices in a religious community

- Defines the sociological concept of practice
- Identifies a specific practice that is described in the New Testament
- Describes the evidence for the gradual institutionalization of that practice in specific early Christian communities
- Analyzes the later development and change of this institutionalized practice in the modern period

To develop this competence, you will explore the institutionalization of specific practices that are described in the New Testament, for example, baptism, leadership structures, modes of worship, and church councils that are called to address critical issues. The course will also address the impact of cultural influences, especially modern values, on this practice.

H-3-G: Can analyze the impact of social institutions on individual human development.

- identifies a social institution and describes its characteristics
- articulates criteria for analyzing the impact of this institution on individual development
- analyzes the impact of this institution

To develop this competence, you will explore the potential or actual impact on individual human development of a specific Christian tradition or of a specific institutionalized practice within Christianity, for example, baptism, leadership structures, and modes of worship. Your discussion will emphasize the role of Christian belief and practice on the development of the "modern self."

H-5: Can analyze issues and problems from a global perspective.

- Analyzes one or more global issues, problems, or opportunities facing the human race
- Explains how these issues affect individuals or societies in both positive and negative ways

To develop this competence, you will explore the role of missionary Christianity and the Christian phenomenon of enculturation in the development of globalization. You will also address the role of local Christian communities and of Christian health and educational institutions in responding to global concerns such as economic development, migration of peoples, and the spread of infectious diseases.

4. Learning Experience

Course reading:

- Martin Marty, *The Christian World: A Global History*, New York: Modern Library, 2007.
- Selected readings from the New Testament. In some cases, assigned readings of New Testament passages will be specific to your registered competencies. Recent editions of the New Testament that are appropriate for university courses are available on the Internet. It will not be necessary for you to purchase a copy for this course.
- Some short readings that will be available through DePaul University online reserves.
- Handout material that will be provided in class or on the course Blackboard site <http://oll.depaul.edu/> and will include:
 - reflection exercises
 - information about concepts and theories pertinent to the course competencies
 - exercises designed to illustrate course concepts and theories.
- One additional source for each competence for which you have registered (options to be discussed during the first few weeks of the course)

Classroom learning strategies include brief presentations on key concepts, viewing of videotaped material, in-class writing exercises, structured class discussions of the assigned reading, and small-group discussions of mini-cases that illustrate course concepts. Written assignments are designed to help students to master each of the characteristics of the competence for which they have registered. The course does not assume a prior knowledge of Christian beliefs or practices.

Attendance and participation: Classroom presentations, discussions, mini-case discussion and exercises provide information and opportunities for application of course content that are not provided in the reading assignments. Therefore, consistent attendance is expected. If you must miss class, please take notify me before the session or within one day after the class. It is your responsibility to obtain notes from another class member for any class that you have missed. Since almost half of your grade is based on classroom participation, it is important that you complete classroom exercises that you missed because of an absence.

5. Outcomes

At the end of this course, in addition to outcomes that are specific to the course's listed competences, you should be able to:

- identify at least two distinct expressions of Christian belief and practices that are described in the New Testament
- apply a framework for describing a local Christian community, whether in early Christianity or in a contemporary local context
- describe several characteristics of Christian beliefs or practices that have contributed to the development of the modern "self"
- relate specific developments in Christian belief and practices that have contributed to globalization
- apply three different sources to an analysis of an issue that is pertinent to the scope of this course.

If you have registered for the A-3-X competence, you will be able to:

- identify the beliefs that are associated with a specific New Testament community
- describe the continuity in, and the development of, one of these beliefs as Christianity as spread throughout the world
- describe how at least two modern values have contributed to the development of this belief.

If you have registered for the H-2-X competence, you will be able to:

- identify a specific institutionalized practice that is described in the New Testament
- relate the evidence for the institutionalization of that practice to certain religious or secular values or to the desire to reduce uncertainty
- analyze the dynamics of the development and change of this institutionalized practice in the modern period

If you have registered for the H-3-G competence, you will be able to:

- explore the potential or actual impact on individual human development of a specific Christian tradition or of a specific institutionalized practice within Christianity.
- articulate criteria for analyzing the impact of this tradition, local community, or institutionalized practice on individual development
- describe the role of Christian belief and practice on the development of the "modern self."

If you have registered for the H-5 competence, you will be able to:

- explore the role of missionary Christianity and the Christian phenomenon of enculturation in the development of globalization
- address the role of local Christian communities and of Christian health and education institutions in responding to global concerns such as economic development, migration of peoples, and the spread of infectious diseases.
- analyze one or more global issues, problems, or opportunities facing the human race
- explain how these issues affect individuals or societies in both positive and negative ways.

6. Evidence That You Will Submit

Beginning the second session, you will present informal summaries of the reading in small-group discussions in class. These summaries will relate to the general learning outcomes of the course as well as to specific course competencies. Discussions of the reading will be take place in small groups and in the entire class.

You will submit:

- one-page papers that will be due the second and third sessions of the course
- a one- to two-page reflection on your learning at the end of the course.

For each competence for which you have registered, you will also submit a three-page during the middle of the course and a six-page paper at the end of the course. Students who submit a satisfactory three-page paper by the due date may substitute a classroom presentation for one their six-page papers for one competence. (Specific due dates for papers are found later in this document.)

7. Criteria for Assessment

The criteria for class participation and written exercises will include the extent to which you reference your classroom participation to specific content in the course readings, to other reading, to previous classroom discussions, or to your own life experience. About 40% of your grade will reflect the quality of your participation in class, and thus, absence from class or a pattern of tardiness may affect the final grade. My assessment of your participation in class will be affected if there are disturbances caused by mobile phones and you have not brought the course text or copies of New Testament readings to class.

My assessment of your one-page reflection on your learning will address your ability to synthesize important course themes and concepts. This paper will contribute about 10% of your grade.

About one-half of your grade will be based on writing that addresses each competence for which you are registered in this course:

- Writing for the A-3-X competence will describe a specific Christian belief that is described in the New Testament. You will summarize the development of this belief as Christianity spread throughout the world. Your discussion will address how at least two modern values have contributed to the development of this belief. You will compare and contrast this belief with the expression of this belief in a specific Christian context in the 21st century.
- Writing for the H-2-X competence will identify a specific institutionalized practice that is described in the New Testament. Examples of such practices include baptism, leadership structures, modes of worship, and councils that are called to address critical issues. You will relate the evidence for the institutionalization of that practice to certain religious or secular values or to the desire to reduce uncertainty in a specific Christian community. You also analyze the dynamics of the development and change of this institutionalized practice in the modern period

Syllabus: Christianities: Ancient, Modern, Global

Page 6

- Writing for the H-3-G competence will describe the role of Christian belief and practice on the development of the "modern self." The writing for this competence will explore the potential or actual impact on individual human development of a specific Christian tradition or of a specific institutionalized practice within Christianity, for example, baptism, leadership structures, and modes of worship. You will articulate criteria for analyzing the impact of this tradition, local community, or institutionalized practice on individual development.
- Writing for the H-5 competence will explore the impact of missionary Christianity and the Christian phenomenon of enculturation in the development of globalization. Your writing for this competence will analyze one or more global issues, problems, or opportunities facing the human race. This writing should explain how these issues affect individuals or societies in both positive and negative ways. You will address the role of local Christian communities or institutions in responding to global concerns such as economic development, migration of peoples, and the spread of infectious diseases.

All papers should be computer-generated, double-spaced, with margins of one or one and one-half inches and 12-point typeface. Attachments to email messages should be saved to Word.

My assessment of all written work will consider whether you have:

- submitted the paper by the due date or, in the case of a notified absence, within twenty-four hours of the class that was missed
- included an appropriate introduction describing the scope and purpose of your paper,
- demonstrated a college-level mastery of Standard English word usage and grammatical conventions, especially appropriate sentence structure, punctuation, and subject-pronoun and subject-verb agreement
- included multiple parenthetical references to the course readings
- cited the reading appropriately at the end of each paper using the correct MLA or APA format.

I will abide by the University's guidelines on academic integrity (see policy in the Addenda below). Plagiarism will result in a failure of the assignment or possibly of the course.

The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

Syllabus: Christianities: Ancient, Modern, Global

Page 7

Selection of grading on a pass-fail basis must be received by the deadline listed in the DePaul University Academic Calendar. Students who commit to taking the course Pass/Fail cannot switch back to a letter grade.

See the Addenda, below, for the policy guiding requests for a grade of "incomplete" for the quarter. In order to qualify for the IN grade, a student must have regularly attended class and must have completed at least the first assignment that addresses the competence for which the grade of "incomplete" is being requested.

Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications of withdrawal on financial aid and your transcript.

7. Tentative Class Schedule

Topics for class sessions may be adjusted. Please save March 17 in case one of the following sessions needs to be canceled.

#1) January 6, 2010

- Key concepts related to course competences: globalization, institutions and institutionalization, modernity
- The New Testament as a source of Christian belief and practice and of cultural history
- The cultural context of ancient Christian communities
- The Jesus movement in Galilee
- Course overview and expectations
- Reading for Session Two:
 - *The Christian World: A Global History*: Chapter One: The Jewish Beginnings
 - The Acts of the Apostles, Chapters 1, 2, 3, 4, 6 (verses 1-7)
- Writing: a one-page paper; details to be provided.

#2) January 13, 2010

- The Jerusalem community as a Pentecostal community
- The role of biblical concepts in apostolic preaching about Jesus
- The institutionalization of practices in the Jerusalem community
- Early missionary activity in the Jewish diaspora
- Reading for Session Three
 - *The Christian World: A Global History*: Chapter Two: The First Asian Episode
 - The Acts of the Apostles: Chapter 8, verses 9 through 25; Chapter 9; Chapter 10; Chapter 11; Chapter 13, verses 1-3; Chapter 15; Chapter 16, verses 1 through 6.
 - Gospel according to Matthew: Chapter 5, verses 1 through 20; Chapter 18: 15-20
 - The Letter to the Galatians, Chapters 1 and 2.
- Writing: a one-page paper; details to be provided.

Syllabus: Christianities: Ancient, Modern, Global

Page 8

#3) January 20, 2010

- The institutionalization of leadership roles in early Christian communities
- Adaptation of early Christian belief and practice to non-Jewish cultures
- The role of creeds and councils in defining Christian belief and practice
- The relationship of Christian communities in Asia to the Roman Empire
- "Calling" and "church" in early Christian writings
- Reading for Session Four
 - *The Christian World: A Global History*: Chapter Three: The First African Episode
 - The Acts of the Apostles: Chapter 8, verses 26 through 40
 - The Letter to the Colossians: Chapter, verses 9 through 29, and Chapter 2
 - The Gospel According to John: Chapter 1, verses 1 through 34.
 - The Gospel of Thomas: selected verses (text provided)
 - The Letter to the Romans: Chapter 13, verses 1 through 14
 - First Letter to Timothy: Chapters 2 and 3

#4) January 27, 2010

- Early theological heresies and orthodoxies
- Canonical and non-canonical Christian texts
- Moral severity and compromise in early Christian communities
- Christian communities in Egypt, West Africa, and Ethiopia
- Reading for Session Five
 - *The Christian World: A Global History*: Chapter Four: The First European Episode
 - The Acts of the Apostles: Chapter 16, verses 6 through 15; Chapter 17; Chapter 18, verses 1 through 11
 - The First Letter to the Thessalonians: Chapter 2, verses 13 through 16; Chapter 5: 1-22
 - The Second Letter to the Thessalonians: Chapter 2
 - The First Letter to the Corinthians: Chapter 1, verses 1 through 17; Chapter 7; Chapter 11; Chapter 12, Chapter 13; Chapter 14, verses 26 through 40; Chapter 15
- Writing
 - A three-page partial draft of writing for one competence (details to be provided)

#5) February 3, 2010

- Apocalyptic Christianities
- Marriage and gender in New Testament churches
- Development of institutions in European Christianity
- European monasticism and the development of bureaucratic organization
- Popular religion in European Christianity
- Advances in technology in the "Dark Ages"
- Reading for Session Six
 - *The Christian World: A Global History*: Chapter Five: The Second European Episode

Syllabus: Christianities: Ancient, Modern, Global

Page 9

- The Letter to the Galatians: Chapter 3, verses 23-29
- The Letter to the Ephesians: Chapter 1, verses 1-17
- The First Letter to the Corinthians: Chapters 1, verses 18 through 25); Chapter 2.
- The Gospel According to Matthew, Chapter 16, verses 13 through 20; Chapter 28, verses 16-20.
- The Gospel of John: Chapter 21, verses 1 through 19

#6) February 10, 2010

- Relations with non-Christian religious traditions
- The Orthodox tradition in Europe
- The Protestant Reformation and the Catholic Counter-Reformation
- The impact of "modern" values on Christian beliefs
- Reading for Session Seven
 - *The Christian World: A Global History*: Chapter Six: The Latin American Episode
 - The First Letter to the Corinthians: Chapter 14
 - Gospel According to Luke, Chapter 1, verses 26 through 56 and Chapter 4, verses 1 through 16
 - Gospel According to Matthew, Chapter 28, verses 16 through 20
- Writing
 - A three-page partial draft of writing for one competence (details to be provided)

#7) February 17, 2010

- Christianity and colonization
- Perspectives on the role of the Virgin Mary
- Liberation theologies
- Prophetic and Pentecostal Christianities
- Reading for Session Eight
 - *The Christian World: A Global History*: Chapter Seven: The North American Episode
 - The Letter to the Colossians, Chapter 3, verses 18 through 25; Chapter 4, verse 1
 - The Letter to the Ephesians, Chapters 4, verses 1 through 16; Chapter 6, verses 5-17
 - The Gospel According to John, Chapter Three, verses 1-21

#8) February 24, 2010

- North American Christian churches
- Slavery and Christianity
- Evangelical Christianity in North America
- The Protestant Social Gospel and Catholic Social Teaching
- Liberal Protestantism, Catholic Modernism, and the Second Vatican Council
- Reading for Session Nine
 - *The Christian World: A Global History*: Chapter Eight: The Second African

Syllabus: Christianities: Ancient, Modern, Global

Page 10

Episode

- The Letter of James, Chapters 1 and 2

#9) March 3, 2010

- Colonialism in Africa and its aftermath
- Indigenous African Christian movements and congregations
- Reading for Session Ten
 - *The Christian World: A Global History*: Chapter Nine: The Second Asian Episode and Chapter Ten: Unfinished Episodes
 - The Letter to the Ephesians, Chapter 1, verses 15 through 22
- Writing
 - Final paper for one competence (details to be provided)

#10) March 10, 2010

- Christianity and local cultures
- The impact of migration patterns on Christian communities
- Critiquing globalization from a Christian perspective
- Optional class presentations
- Writing
 - Final paper for second competence (to be emailed to me by March 17; details to be provided)
 - A one-page reflection on your learning (to be emailed to me by March 20, 2010; details to be provided)

There will be a class session on March 17 only if one of the earlier sessions has been canceled.

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades... Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee... In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLoS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 and 25 E. Jackson Blvd., suite 1465.
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. Contact CII at CII@depaul.edu.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the DePaul University Center for Writing-based Learning at <http://condor.depaul.edu/~writing/>.