

REL101 Development of Christianity

Spring

Instructor: Mith Barnes

Class meeting: M/W/F, 12:00 - 12:50 pm [REDACTED]

Final: Wed 5/4 11:30 am - 2:30 pm, [REDACTED]

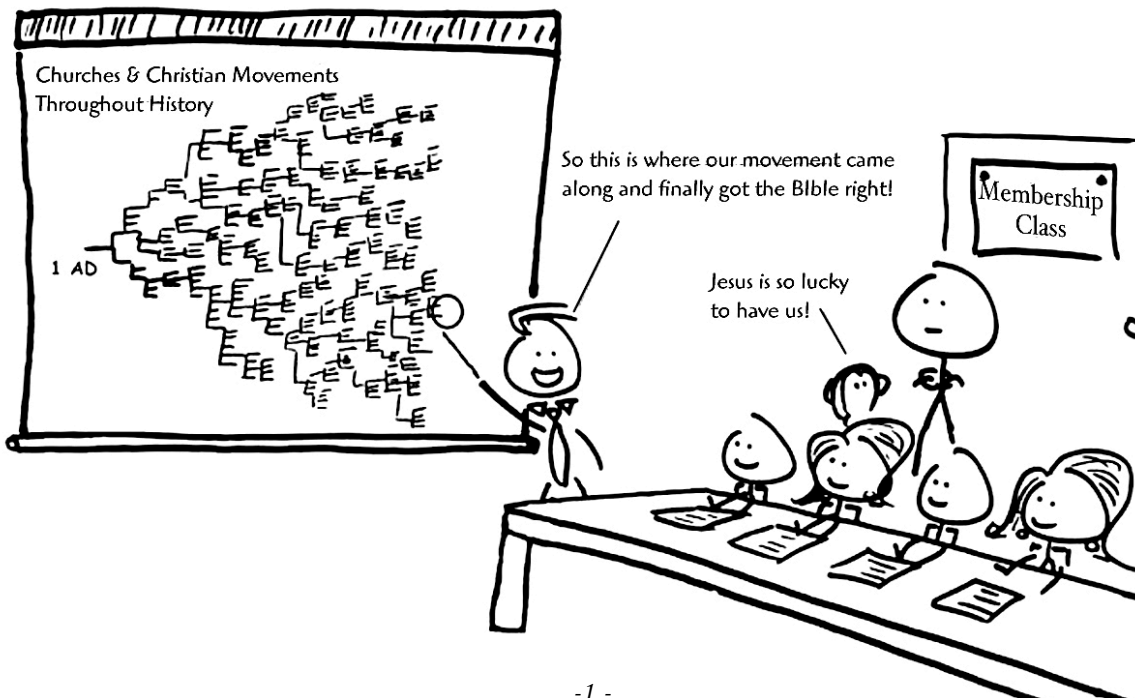
Office Hours: M/W 1-2pm, [REDACTED] (or by appointment preferred)

Email Address: [REDACTED]

Course Description: REL101 – Freshman Seminar (3)

Development of Christianity: In this course, students will explore various the origins of Christianity, its growth and development through time as well as surveying contemporary forms of Christian faith, both mainstream denominations and more obscure variants. We will examine how different historical and social pressures helped to shape different expressions of the core Christian message, and examine each iteration based on the answers to four central questions. We will investigate how the ideas and beliefs of each differentiate them from others, identifying both distinguishing characteristics and commonalities with other groups. We will also discuss the interaction of each group with other cultural issues like race, gender, ethics, and law. Throughout our survey, we will seek to uncover the ethical reasoning of different forms of Christianity as applied to current social issues. The focus will be on applying analytical and logical thinking skills to understanding and critiquing each denomination as positive and ethical members of their larger Christian, social and secular communities.

by Saji



The Freshman seminar courses are designed to engage students, at the very start of their university careers, in serious academic inquiry with an interdisciplinary focus. Within the content framework of investigating a significant topic or issue, the primary focus of Freshman seminar courses is to help students begin to achieve a set of skills/abilities required for success at the university level and beyond. Students are required to practice both critical and creative approaches to the individual seminar topic and to develop essential university-level abilities in oral and written communication.

The IDC sequence of four courses is: IDC. 101 – Freshman seminar, IDC. 200 – U.S. Experience, IDC. 301 – Transcultural (non-U.S.) Experience, and IDC. 401 – Senior Seminar. The IDC program is highly developmental in nature and each course in the sequence builds on the skills addressed in preceding course(s); therefore, students are not allowed to take the courses out of sequence. The program is designed to help students cultivate and master a set of skills essential to meaningful education: strong analytical reading and writing skills; effective oral communication skills; high-level critical thinking; and a truly participatory and self-reflective approach to learning.

Learning Outcomes and Assessment Strategies

IDC Courses focus on three core learning objectives: critical thinking, facility in oral and written communication, and ways to merge theory with practice.

<i>Course Objective(s)</i>	<i>Gen. Ed. Objective(s) students will demonstrate:</i>	<i>IDC Skill(s)</i>	<i>How will this objective will be assessed</i>
Students will be introduced to core principles of critical thinking and argumentation, and then apply them throughout the course. Students will be expected to reference the principles covered in both classroom discussion and in written assignments.	Reading skills Writing skills Speaking/seminar skills Small group skills	Critical thinking skills Facility in oral and written communication	Student shows evidence of critical thinking and sound argumentation in classroom discussion and written work.
Written assignments, ranging from short essays to a final research paper will build basic writing and research skills, including organization of ideas and proper citation of sources.	Writing skills (including research and information literacy skills)	Critical thinking skills Facility in oral and written communication	Written assignments reflect strong research skills, solid writing mechanics, clear thinking and sound reasoning

Student will learn to understand the cultural artifacts and issues we encounter from more than one perspective, and by applying different criteria beyond our personal experience. The emphasis will be on learning to examine texts and trends in a both scholarly and self-reflective manner.	Reading skills	Critical thinking skills Facility in oral and written communication	Written assignments and class discussion reflect diverse perspectives, self-reflection, and critical thinking.
Students will share their research in progress to their peers in a formal presentation format, and will critique the work of their peers	Writing skills Speaking/seminar skills	Critical thinking skills Facility in oral and written communication	Presentations will be clear, organized, relevant, and will reflect appropriate research. Critiques will be thoughtful, relevant, and constructive.

Course Methodology

In this course we will be undertaking two separate but related objectives: to understand the development of Christian thought and doctrine alongside and in response to changes in culture, and to develop vital college-level skills, including: critical reading and thinking, identification of themes and motifs, and thoughtful application of cultural analysis. In addition, we will focus on building strong analytical, research and writing skills to enable a strong and successful academic career.

Writing assignments will encourage students to explore issues and themes from a personal as well as academic perspective, and to develop sound research and argumentation skills. Intensive seminar discussion and student chapter presentations will build confidence, oral communication, and thoughtful academic discussion skills.

Required Text(s)

Our readings will be provided via [REDACTED], and will consist of short excerpts, articles, or other materials pertinent to the topic at hand. These readings will be required, and students should keep current on all readings in order to engage in discussion.

Recommended Text(s)

Style Guide: It is strongly recommended that you have a current style manual to consult when working on writing assignments, particularly your final research paper. We will discuss sources, citations, etc. during the course, but a reference book is essential.

Acceptable Translations of the Bible: If you intend to cite Biblical verses in your writing, it is essential that you obtain a translation appropriate to academic work. The New Revised

Standard Version is recommended; The *Oxford NRSV Study Bible* and the *Harper Collins NRSV Study Bible* are both excellent choices. Biblical citations from translations such as The King James Bible, The Living Bible, or The Message Bible are not appropriate for academic purposes.

Tentative Schedule of Assignments, Activities, Quizzes, Tests, Papers, etc.

Proposed readings are indicated, though additional readings (articles, etc.) may be assigned during the semester, and will be made available on [REDACTED]. Students please note that this schedule may be adjusted in order to accommodate the material we get through in each class period. In such a case, a revised schedule of readings will be provided. Assignment due dates will not change unless specifically noted.

8 Fri	Introduction to the course, Syllabus, etc.
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11 Mon	Course Methodology / Critical Thinking, Writing Essay
13 Wed	Problem of Sources / <i>Last day to Add/Drop</i>
15 Fri	Pre-Christian World / Essay 1 Assigned
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18 Mon	NO CLASS: Martin Luther King Day
20 Wed	Plagiarism
22 Fri	Christian Diversity: The First Century / Essay 1 Due
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25 Mon	Christian Diversity: Cults Under Persecution / Essay 2 Assigned
27 Wed	Christianity & Constantine
29 Fri	Christian Diversity: Christian Rome / Essay 2 Due
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Feb 1 Mon	Transition from Roman World / Essay 3 Assigned
3 Wed	The Middle Ages & Indulgence
5 Fri	Middle Ages: Crusades / Research Topics Due
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8 Mon	Choosing a thesis
10 Wed	Beginning your research
12 Fri	Library Visit / Essay 3 Due
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15 Mon	Middle Ages: Cathars / Research Paper Proposals Due
17 Wed	Mid Term Review
19 Fri	MID-TERM EXAM

22 Mon	Christian Diversity: England and Bohemia / Essay 4 Due
24 Wed	Protestantism & Society
26 Fri	Research, Writing, Citing

29 Mon	NO CLASS: Spring Break / Essay 4 Due via mail or Moodle
Mar 2 Wed	NO CLASS: Spring Break
4 Fri	NO CLASS: Spring Break

7 Mon	Luther / Research Paper Prospectus Due
9 Wed	Reformation / <i>Last Day to withdraw</i>
11 Fri	Calvinism

14 Mon	Calvinism (con't)
16 Wed	Anglicanism
18 Fri	Episcopalian

21 Mon	Presbyterianism / Research Paper Annotated Sources Due
23 Wed	Great Awakenings
25 Fri	Methodist

28 Mon	Mormonism
30 Wed	Adventist/Hebraic
Apr 1 Fri	Evangelical

4 Mon	Baptist / Research Paper Outline/Draft Due
6 Wed	Fundamentalism
8 Fri	Charismatic/Pentecostal

11 Mon	Reconstruction
13 Wed	Dominionism
15 Fri	NAR and other new trends

18 Mon	Paper Presentations
20 Wed	Paper Presentations
22 Fri	Paper Presentations

25 Mon	Wrap-up
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27 Wed Final Exam Review / **Final Paper Due**

Last Day of Classes

28 Thu *Study Day*

29 Fri **FINAL EXAM: 11:30-2:30**, This classroom

There are many important dates and deadlines that are published annually in the University's Academic Calendar. It is the responsibility of the student to be aware of all academic calendar dates and to meet the published deadlines. The current year's academic calendar is located in the University Online Catalog as a link from the Catalog Home page. The Online Catalog is found at [REDACTED]

Assignments

Essays (5% each): These essays (750-1000 words) should be first person essays which reference materials read and discussed in class. No outside research is required, though outside knowledge should certainly be applied as appropriate. If you cite a specific text, a specific page citation is required. Essay questions will be distributed when each essay is assigned.

Exam (20%): Each of our two exams will be comprised of two essay questions of which you will choose one to answer in an organized prose essay. There will also be a series of short identifications (terms, ideas, people, places). A selection of possible essay topics will be distributed prior to each exam allowing you to prepare. Each exam will take approximately 45-50 minutes, and will be completed in-class. Arrangements for make-up exams **MUST** be made ahead of time.

Research Paper (25%): There will also be a 1500-2000 word page research paper required to be completed by the end of the semester. Students will select a topic of interest relating to our in-class inquiry to develop with research using primary and secondary sources. **Topic proposals must be approved before you begin to write.** Students who wish to receive a graded paper back in time to resubmit with changes in order to improve their grade may turn in their papers early (please see assignment for date). If you wish to get credit for revisions, you must turn in both copies of your paper! **ALL papers are due the last day of class.** Late papers will be accepted through Final Exam Day, at the cost of one letter grade per day. In the event you are unable to turn in your paper on the last day of class, you **MUST** make arrangements with the professor to turn it in at a date **BEFORE** the last day of class, or the late penalty will be applied.

Grading

As noted above, each of the assigned papers will account for a percentage of the total grade. The remainder of the grade will be determined by your contributions to class discussion. I will take attendance for each class, and it is expected that you will arrive in class, on time, having read the assigned material, and ready to engage in discussion. Naturally, this is not possible if you are not present, so be advised that excessive absences will have a detrimental affect on your participation grade, and therefore your final course grade. The same is true for those who have not read the assigned material and are unable to discuss it. (See the attendance policy below). However, merely attending class is not enough to earn participation points! Speak up, discuss! This is a portion of your grade that is easy to earn, and equally easy to lose. The final breakdown of grading is as follows:

Essays (2 @ 5 each): 20 points

Participation: 40 points

Research Project: 30 points

Exams (2 @ 30 each): 60 points

TOTAL: 150 points possible

Letter grades will be assigned as follows:

<i>University Grading Scale</i>		
A+ = 100-98% 4.0 exceptional	A = 97-95% 4.0 excellent	A- = 94-93 3.67 superior
B+ = 92-90% 3.33 very good	B = 89-88% 3.0 strong / somewhat superior	B- = 87-84% 2.67 strong work
C+ = 83-78% 2.33 good work	C = 77-75% 2.0 average work	C- = 74-70% 1.67
D+ = 69-68% 1.33	D = 67-65% 1.0 passing work	D- = 64-60% 0.67
F = 0-59% 0.0 failing work		

Late work will not be accepted except in the most severe and well-documented cases. If you are unable to hand in work on the due date because of a team event, pre-existing conflict, or other planned absence, make arrangements with me to hand in your work BEFORE the due date. Please note, **I will not accept papers or essays by e-mail; papers must be delivered (printed and stapled) to me** or left in my mailbox by previous arrangement.

Attendance Policy

Bellarmino University strongly encourages diligent attendance to every class meeting. Our course is focused on analysis and examination of the material we read, so your attendance is critical. I will take attendance for each class. There is a maximum of **THREE** absences allowed. **Each subsequent absence will result in the loss of a FULL LETTER GRADE FOR THE COURSE for EACH absence.**

RE: Absences related to University activities: The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. **Your instructor has the final say about excused and unexcused absences and it is the student's responsibility to know and abide by the instructor's policy.**

Academic Honesty

In addition to the University Policy Statement (found in full below) let me stress that plagiarism WILL NOT be tolerated in this course. Prior to your first writing assignment, we will discuss what constitutes plagiarism, and you will be reminded how to properly cite sources well in advance of the due date for your research papers. Claims of ignorance will not excuse academic dishonesty. In addition to the measures listed below, **the first instance of plagiarism in this course will earn a failing grade for the assignment, the second will result in a failing grade to the course.**

University Policy Statement: **[REDACTED]** University is an academic community. It exists for the sake of the advancement of knowledge; the pursuit of truth; the intellectual, ethical, and social development of students; and the general well-being of society. All members of our community have an obligation to themselves, to their peers, and to the institution to uphold the integrity of Bellarmine University. In the area of academic honesty, this means that one's work should be one's own and that the instructor's evaluation should be based on the student's own efforts and understanding. When the standards of academic honesty are breached, mutual trust is undermined, the ideals of personal responsibility and autonomy are violated, teaching and learning are severely compromised, and other goals of the academic community cannot be realized.

For a thorough description of the University's policy, including penalties for acts of academic dishonesty and breaches of integrity, please refer to the Course Catalog.

Of particular note are the following:

Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems.

Cheating includes receiving or giving help on papers, experiments, reports, compositions, projects, or examinations without the instructor's permission. It also includes submitting part of or all of the completed assignment of another student as one's own work. Of special note and concern is the use of purchased research papers. It is a violation of the regulations of Bellarmine University for a student to purchase a term paper. Cheating is also using unauthorized materials and aids, such as books, one's own notes or those of another, and calculators or other electronic devices during an examination.

Plagiarism is the fraudulent misrepresentation of any part of another person's work as one's own. Submitting any writing, including take-home exams or other assignments, that does not properly acknowledge the quoting or paraphrasing of another person's words or that fails to give proper credit for another person's ideas, opinion, or theory, is plagiarism. Any unacknowledged use of sources to which one is indebted, including but not limited to music, video, audio, theatre projects, compositions, web site, and computer software, constitutes plagiarism.

I repeat: Claims of ignorance will not excuse academic dishonesty.

Academic Resource Center

[REDACTED] University is committed to providing services and programs that assist all students in further developing their learning and study skills and in reaching their academic goals. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc., should seek out the resources of the Center, located on the B-level of the [REDACTED]. Call [REDACTED] for more information.

Writing Center

You are strongly encouraged to take advantage of the Writing Center for additional assistance on your written work in this class. A writing consultant will discuss your current writing project with you at any stage of your writing process and assist you in deciding what your next step should be. Schedule your visit to the Writing Center and view available hours at [REDACTED].

Appropriate In-class Demeanor

As this is a college course, it is expected you will conduct yourselves as responsible adults. While it is possible (even likely), that we will be engaging in debate on issues of some personal importance, you are expected to remain respectful of others at all times. In addition, this class is not to be used for doing work or reading for other classes, surfing the net, or enjoying social time with your peers. If you engage in any such behavior, you will be asked to leave. Cell phones, iPods, and other electronic devices are not allowed in class at any time. Unless you have a note from the disability center stating that you must use a laptop to take notes, laptops are also not allowed in class. (You remember what you write by hand better than what you type in any case.)

Disability Services

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Director of Disability Services, located on the B-level of the [REDACTED]. Call [REDACTED] or email [REDACTED] to schedule an appointment. Students are encouraged to make these arrangements with the Disability Services as early in the semester as possible so that a student and his/her course instructor can collaborate for a successful course experience.