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| **History & Polity of the Church of the Nazarene** |
| course # CHH4053 SP16credit hours: 3location: CC 228time: M-W-F 12:50p-1:50pinstructor(s): Matt PriceContact:Office: Campus Center School of TheologyHours TR 1:00p-4:00pPhone: ext. 3617/Cell 740-504-3325Twitter: @jamapriceWeb: [www.professorprice.net](http://www.professorprice.net) Email Matt.Price@mvnu.edu | March around the Big Tent, Pilot Point, Texas (October 8, 1908) | **Course Description**A historical study of the modern holiness movement and the Church of the Nazarene. Special emphasis is given to research from primary sources and the polity of the Church of the Nazarene |
| This course will uncover the roots of the Nazarene story from its theological heritage in John Wesley to its missional reach into over 150 countries. Along the way, the American religious experience will be explored from the pre-colonial settlers, the westward movement into Appalachia, the spark of various renewal movements into the 19th century culminating in the social and moral reform of the early 20th century. It is here where we will find not only Nazarenes but many Christian denominations and they are woven into a tapestry of a “peculiar people” called to be like Christ. | “Glory Barn” Los Angeles First Church of the Nazarene | **“A sanctified life is a delight to Jesus, a joy to the soul, a benediction to the home, a power in the church, a terror to sin, and a continual disappointment to the devil.”****Phineas F. Bresee,** **Feb 1, 1900** |
|  **Course Textbooks****(other selected readings found on Moodle)** | **Required:***Manuel of the Church of the Nazarene*. 2013-2017. NPH. Link: <http://nazarene.org/files/docs/Manual2013-17.pdf> 382ppNoll, Mark. 2002. *The Work We Have to Do: A History of Protestants in America*. Oxford University Press. 184pp (available in Kindle and library reserve)Price, J. Matthew. 2006. *We Teach Holiness: The Life and Work of H. Orton Wiley (1877-1961)*. Holiness Data Ministry Digital Edition, 29 September 2006. <http://wesley.nnu.edu/wesleyctr/books/2601-2700/HDM2607.pdf> 260pp.Smith, Timothy L. 1962. *Called Unto Holiness: The Story of the Nazarenes: The Formative Years*. Kansas City: Nazarene Publishing House. Online. <http://wesley.nnu.edu/wesleyctr/books/2501-2600/HDM2593.pdf> Tracy, Wes and Ingersol, Stan. 2013. *What Is a Nazarene?* Revised & Updated. KC: Beacon Hill Press. 224pp (available in Kindle and library reserve)**Recommended:**Cunningham, Floyd, ed. 2009. *Our Watchword and Song: A Centennial History of the Church of the Nazarene*. KC: NPH.  |
| By fulfilling all the requirements of this course, the students will be able to:Ability to articulate the Nazarene Articles of Faith (CN7)Ability to identify the formative influences of the American Holiness Movement and the Church of the Nazarene (CN12)Ability to identify and explain the significance of the major events, male and female figures in the Church of the Nazarene (CN13)Ability to identify the directives of the *Manual* of the Church of the Nazarene that pertain to the organization and ministry of the local, district, and general church (CN14) |

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|  | **Course Outcomes** |  |
| ***Reading Assessments*** |  | ***Course Projects*** |
| **Reading Notes (CO1,2,3,4,5,6)** Three times you will respond to the weekly assigned reading (100-150 pages per week). Make sure to refer to page numbers when citing the sources, make thoughtful responses to the difficult issues faced by Christians in north America, connect the readings to how history is relevant to your personal or ministerial experiences in the Church of the Nazarene or sister denomination. The Reading Notes should be written or typed, detailed, clear, thoughtful, and helpful as a review. All need to be completed.Be ready to respond to the following questions in roundtable discussions:1) Identify readings (author, title, pages)2) List and describe three key individuals and events that you think were most significant for the church in the past as well as for the present.3) What was most surprising, most difficult/frustrating, and most helpful to those going into ministry 4) What did you learn from the reading that you will want to remember five years from now (maybe include in a membership course?**Content Exams (CO1,2,3,4)**There will be three in-class exams, approximately 4 to 6 weeks apart. The first two will cover historical aspects of the course. The third exam will cover polity found in the *Manual of the Church of the Nazarene* and its opportunities & obstacles. Various activities to be expected.**75%** of the grade will be content oriented: matching, short answer, and essay (45 minutes). Activity-oriented.**25%** of the grade will be how well you review a peer’s exam: fact-check their responses, make corrections, & suggest a score. Peer reviewers randomly selected and without knowledge of who will score one’s exam. (15 minutes) | 1. Appraise various methods of doing historical research
2. Examine the historical and cultural context of the Church of the Nazarene and its place in historical orthodox Christianity (CN7)
3. Assess the European roots of 18th and 19th century religious movements in the United States (CN7)
4. Evaluate the contribution, corrections, and failures of various religious groups to the 19th century holiness movement (CN12)
5. Recognize various influencers within the Church of the Nazarene (CN13)
6. Identify the function of the governmental structures of the denomination and the vocational responsibilities of the ordained minister at the local, district, and general levels (CN14)
7. Create a plan for a membership course for a local church (CN14)

**Membership Course (CO6,7)**Develop materials for a six session course in church membership. Use the formats of the examples shown in class and include the most relevant parts of the course material to prepare people for joining the local church. Each session in the plan should be at least one hour, at least four pages of material, including an objective statement, detailed content outline, sources, a plan for visuals, and discussion questions. You will present a 15 minutes overview of your membership course with the class. Be willing to share the documents and materials you develop with interested students, pastors and churches.  | **Interviews Project (CO1,2,5)** You will conduct two (2) of the three following interviews:1) Interview a Nazarene pastor who is an ordained elder. Ask about his or her call to ministry, conversion, entire sanctification experience, worship preparation, preparation for administering sacraments, views on state of the Church of the Nazarene.2) Interview a pastor from another church originating from the Holiness Movement (Christian Missionary Alliance, Salvation Army, Evangelical Methodist, Free Methodists, Wesleyan Church, Free Will Baptist, Cumberland Presbyterian, Assemblies of God, Church of God-Anderson, Church of God-Cleveland TN, Church of God in Christ, .Church of Christ in Christian Union, World Gospel Mission. Ask them about the same issues as option “a” as well as their perceptions of John Wesley, other Holiness denominations, and where they see their church denomination within today’s culture.3) Interview a lay member who is a 30-year of the Church of the Nazarene (or your denomination). Ask questions similar to what you ask the pastor but with sensitivity to the layperson’s perspective. Be sure to ask about perceived shifts that have occurred over the last generation and the relative merits of the changes. Your assignment will include a transcript of the interview (your question followed by an accurate summary of the response). You will add a 300-word reflection on each interview, making note of comments that surprised you or confirmed what you know.  |
| **Brief History of a Nazarene Personality (CO1, CO4, CO5).** This is an honest-to-goodness “old school” research paper. It will be about **four to five (4-5) pages (1200-1500 words)**. You will choose a historical figure from the textbooks listed in this syllabus. You will need to **research a historical figure** using four (4) substantive library books/journal articles, three (3) other resources including journal articles, substantive websites, and personal interviews (not including Wikipedia; you can start there for ideas, but cannot use it as a cited source). * *Describe what makes this person stand out from (or above or away or into) what was happening in the Church of the Nazarene and the time period of his or her context.*
* *Why did this person become a member and/or minister in the Church of the Nazarene?*
* *Think about what you can learn from this person about ministry within the Church of the Nazarene.*
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| **Course Evaluation** | **Course Policies**  |
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| **Assignments** | **Points** | **Learning Hours** |
| Attendance (absences automatic 50 pt deduction for each absence) | (Minus 50 pts per unexcused absence)  | 39 |
| Assigned Reading (184 + 260 + 284 + 382 = 1110) @ 25 pages per hour) | -- | 45 |
| Reading Notes (15 x 20 pts, drop two) | 300 | 10 |
| Content Exam Activities | 0 | -- |
| Interviews (2 x 150 pts) | 300 | 10 |
| Research Paper  | 200 | 15 |
| Six Session Membership Course | 200 | 15 |
| **Total** | **1000** | **134** |

Grading scale is:

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| **A** | 1000-930 | **B** | 879-830 | **C** | 749-720 | **F** | 599> |
| **A-** | 929-900 | **B-** | 829-800 | **C-** | 719-700 |
| **B+** | 899-880 | **C+** | 799-750 | **D** | 699-600 |

**One course learning hour equals . . .** * 10-15 pages of reading (1000 level) (300 page book = 30 learning hours)
* 15 pages of reading (2000 level) (300 page book = 20 learning hours)
* 15-20 pages of reading (3000 level) (300 page book = 15-20 learning hrs)
* 20-25 pages of reading (4000 level) (300 page book = 15 learning hours)
* 2 pages of writing (500 words) (add one hour of research for every research page written, no extra hours added for reflection papers)
* 1 minute of video
* 3 minutes of presentation with visual aids (Powerpoint, Prezi, object lesson, skit, illustration, dialogue, etc.)
* 60 minutes of class time or
* 60 minutes of research
* 60 minutes of exam time

All scheduled time spent in seminars/conferences/field trips (e.g. LEAP seminar should be added into total course work hours) excluding travel. | **Attendance Policy**Regular attendance and participation is expected. You will lose 50 points for every unexcused absence (excuse only considered if instructor is informed prior to class time). You have an attendance “buffer” of one day.  Sleeping, texting, surfing the internet, & excessive talking could be counted as an absence by instructor’s discretion. The MVNU policy on class attendance provides excused absences for these reasons:  | 1) participation in official university organizations (e.g. sports teams) and pre-arranged course trips; 2) severe emergencies or death in the immediate family; 3) legal responsibilities; or 4) extended personal illness when an authorized medical official requires confinement to home, room, or hospital.  (NOTE: The following are not excused absences: Weddings, birthdays, school functions, holiday celebrations, work obligations, volunteer work, job interviews, hospital visits, feeling sick or tired). | **Assignment Submissions**Assignments are due on the due date at class time. No exceptions. Nothing accepted by email, either. Standard submission will be paper copy in class and/or to Moodle (TurnItIn) unless otherwise noted.12pt font, double-spaced, proper APA or MLA citations, no grammar or spelling errors**Academic Accommodation**Students who qualify for and desire accommodations in this course due to a disability, as defined by the Americans with Disabilities Act of 1990 and the ADA Amend-ments Act of 2008, must follow the MVNU Disability Services Policies and Procedures as put forth by the Center for Student Success.  |
| **Grading Rubric**A—Critical thinking and superior analysis, proper format and citations, new insights, good application, shows integration of outside sources, on time.B – Solid work but misses the mark, few connections, no insights or integration, not formatted correctly, grammatical errorsC—Meets bare minimum expectations, summarizes without adequate analysis or application, many errorsD—Does not meet the standards necessary to pass the course | **Academic Integrity** MVNU seeks learners committed to honesty among students, faculty, and staff, as standard governing expectations for all campus and educational activities. As a Christian community, there is a moral and ethical responsibility to uphold this standard as found in the Academic Catalog (for examples of violations). All course work submitted to instructor(s) should be evidence of personal learning endeavors. |

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| **Course Schedule—CHH4053—SPRING 2016 (MWF)** |
| **Date** | **Topic** | **Reading** | **What’s Due** |  | **Date** | **Topic** | **Reading** | **What’s Due** |
| **Unit 1** | **Soil Prep** | **Unit 4** | **Branches** |  |  |
| **Jan 11 M** | **NO CLASS** |  |  |  | **Mar 14 M** | **Higher Education** | **Manual ¶400-403** |  |
| **Jan 13 W** | **1 Course Overview** | **Lord Acton** | **Reading Notes**  |  | **Mar 16 W** | **14** | **Price, c1, c2, c3** | **Reading notes**  |
| **Jan 15 F** | **2 European Piety** | **Bangs Wynkoop MO** | **Reading Notes**  |  | **Mar 18 F** | **15** | **Price c4, c5, c6** | **Reading notes**  |
| **Jan 18 M** | **Manual Mondays:****Church Constitution** | **Manual to ¶28****Articles of Faith** | **Two Questions** |  | **Mar 21 M** | **Call & Categories of Ministry** | **Manual ¶500-526.1** | **Interview 1** |
| **Jan 20 W** | **3 Colonial Church** | **Noll, c1, c2, c3** | **Reading Notes**  |  | **Mar 23 W** | **15** | **Price, c7, c8, c9** | **Reading Notes** |
| **Jan 22 F** | **4 Evangelical Spirit** | **Noll c4, c5, c6** | **Reading Notes**  |  | **Mar 25 F** | **NO CLASS**  | **Easter Break** |  |
| **Unit 2** | **Seeds**  |  |  |  | **Unit 5** | **Forests** |  |  |
| **Jan 25 M** | **Covenant of Christian Conduct** | **Manual ¶28-36** | **Two Questions** |  | **Mar 28 M** | **Educ &Credentials McNew & Buell** | **Manual ¶527-538.9** | **Interview 2** |
| **Jan 27 W** | **5 Frontier Religions** | **Noll, c7, Epilogue** | **Content Exam Act 1** |  | **Mar 30 W** | **16** | **Tracy, c1-c5** | **Reading Notes**  |
| **Jan 29 F** | **6 Denominations** | **Noll, Appendix****Bassett online** | **Reading Notes**  |  | **Apr 1 F** | **17** | **Tracy, c6-c10** | **Reading Notes**  |
| **Feb 1 M** | **Resolutions/Policies Joe Foltz** | **Manual ¶813 to Indx** | **Two Questions** |  | **Apr 4 M** | **Judicial Admin****Jeanne Serrao** | **Manual ¶600-615.6** | **Two Questions** |
| **Feb 3 W** | **7 Sectarian Mov’ts** | **McDermott MO** | **Reading Notes**  |  | **Apr 6 W** | **18** | **Tracy, c11-c15** | **Reading Notes**  |
| **Feb 5 F** | **out of town** |  |  |  | **Apr 8 F** | **20** |  | **Content Exam Act 3** |
| **Unit 3** | **Roots** |  |  |  | **Unit 6** | **New Leaves** |  |  |
| **Feb 8 M** | **Local Church Govt**  | **Manual ¶100-160.8** | **Two Questions** |  | **Apr 11 M** | **Rituals** | **Manual ¶800-807** | **Two questions** |
| **Feb 10 W** | **8 “Come Outers”** | **Smith, c01-02**  | **Reading Notes**  |  | **Apr 13W** | **NYI, SDMI, NMI** | **Manual ¶810-812** | **Two questions** |
| **Feb 12 F**  | **9 Eastern Roots** | **Smith, c03-04** | **Reading Notes**  |  | **Apr 15 F** | **21 TBA** | **Membership Course**  | **Presentations** |
| **Feb 15 M** | **District Church Govt** | **Manual ¶200-243.1** | **Two Questions** |  | **Apr 18 M** | **22 TBA** | **“** |  |
| **Feb 17 W** | **10 Western Roots** | **Smith, c05-06** | **Research Paper 1****Reading notes**  |  | **Apr 20 W** | **23 TBA** | **“** |  |
| **Feb 19 F** | **11 Southern Roots** | **Smith, 07-08**  | **Reading Notes**  |  | **Apr 22 F** | **24 TBA** | **“** |  |
| **Feb 22 M** | **General Church Gov’t** | **Manual ¶300-354.7** | **Two Questions** |  | **Apr 25 M** | **25 TBA** | **LAST DAY** | **Membership course final edit** |
| **Feb 24 W** | **12 Union & Liberty** | **Smith, 09-10 MO** | **Reading Notes 12** |  |  |  |  |  |
| **Feb 26 F** | **13**  |  | **Content Exam Act 2** |  | **Apr 29 F** | **FRI 7:50a-10:0a** |  |  |
|  | **SPRING BREAK** | **Feb 27 to Mar 13** |  |  |  |  |  |  |