



**Emmanuel Bible College**  
**In Alliance with Nazarene Bible College**  
**HIS2023: The Western World and the Emerging Modern Society**

**COURSE GENERAL INFORMATION:**

**Dates:** Course Schedule – 15 weeks plus one week of finals

**Credit Hours:** 3

**Prerequisites:** There are no prerequisites for this course.

**COURSE INSTRUCTOR:**

EBC Faculty

**Instructor:** EBC Faculty

**Address:** Online Curriculum

**Phone:** Home

Office

Cell Provide by Faculty

Fax

**Email:** Provided by Faculty

**COURSE DESCRIPTION:**

A survey course from a Wesleyan perspective that traces the social forces (sacred and secular) contributing to the development of Western civilization in global context from the Reformation era to the present. The study of key events, ideas, personalities, and movements that have contributed to the major periods of history and the passages between them increases students' understanding of and appreciation for God's redemptive purposes. Students are enabled to build bridges from historical understanding to personal spiritual formation, the role of the church in society, and contemporary ministry.

**COURSE INTENDED LEARNING OUTCOMES:**

Upon completion of this course, the student will be able to:

- I. Describe the general storyline of the history of the West and Christianity.
- II. Understand key cultural and philosophical developments and their influence on Western Civilization.
- III. Describe the relationship between Church and culture.
- IV. To think critically about Western History.
- V. Be able to connect their ministry context to an understanding of history of the west and Christianity.
- VI. Develop an appreciation of the Wesleyan perspective of Western Civilization.
- VII. Develop an appreciation for the West in contrast with other civilizations.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

- Ability to tell the story of Christian history and the development of creeds and major doctrines.
- Ability to describe the mission and practice of the Church throughout its history. (CN11)

- Ability to understand, appreciate, and work sensitively with cultures and sub-cultures. (CX1)

## **COURSE TEXTBOOKS:**

Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Baker Academic, 2001.

ISBN: 9780801022494

Noll, Mark A. *Turning Points: Decisive Moments in the History of Christianity*. 3rd ed, Baker Academic, 2012.

ISBN: 9780801039966

Sherman, Dennis, and Joyce Salisbury. *The West in the World, 5th*. 5th ed, McGraw-Hill, 2013.

ISBN: 9780073407036

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

## **COURSE REQUIREMENTS:**

### **I. Reading**

The reading of the assigned course textbooks and resource materials is required. Reading assignments are clearly defined within the Course Schedule section of the syllabus. Because of the amount of reading required by this college degree course, it is strongly recommended that each student stay ahead of the actual assigned reading.

### **II. Reflection Essays**

Select two of the questions provided by your instructor and write an essay of 300-500 words for each one. Answers should show an understanding of the subject based upon the reading of assigned material. This assignment is designed to reveal the student's completion and understanding of the reading material.

### **III. Student Questions**

Submit five review questions. Cite the chapter but not the page number from which the question is drawn. Please do not ask simple, basic questions, but ones that require comprehension of the material in order to answer fully.

### **IV. Research Paper**

#### **Topic Selection:**

Choose 3 selections from the list of topics provided below and notify your instructor of your choices. Your instructor will then inform you of your assignment. Students will be awarded priority based on the timing of their requested selection. (First come, first served). A topic from the provided list may only be selected once.

#### **Bibliography Resources Listing**

After identifying your subject, find a minimum of eight (8) sources you will use in your research paper and submit.

- 4 Books – Texts books and/or Library Resources
- 2 Peer Reviewed Articles – (Peer reviewed articles are ones that have been scrutinized by academic peers. Articles from sites that end in .edu are often appropriate. Use the Internet and/or the Library.)
- 2 Internet Articles – Make sure they are from a reliable source. They can be forums but be careful they are academically sound.

### **Write your Research Paper**

Write a minimum 1,200 to 1,500 word research paper.

Include the following criteria:

- A. Identify the key aspects of the person's life (biography) or the event's details (when, where and who?).
- B. Identify the key aspects of the event or person as it relates specifically to its/their ramifications in Western History.
- C. Include key details of the historical event or person and develop an opinion(s) about the value of their/its contribution to history.
- D. The effect of that event or person on history.
- E. The ramification of that person or event on you today.

### **V. Final Project – The Historical Timeline**

Develop an Historical Timeline of the 15 most influential people and/or events (positive or negative) throughout our study of Western History. Annotate each submission highlighting their contribution to the development of the Western World. Each annotation should be 50 to 100 words in length. Resist the temptation to cut and paste or simply restate facts. After annotating the information, answer the questions, "Why do I consider this a key event in Western History?" and/or "Why is this individual or event important in Western History?" This is your final, so demonstrate your understanding of these key items. Stay academically viable by citing your sources, using guidelines including bibliographical information. Use material from the texts to support your entries. Finally, submit a 100-200 minimum word final paragraph answering the question: "How would you defend the idea that God uses historical figures and events to accomplish his purposes?"

### **VI. Session Reflection Assignment**

Submit a 500-word minimum referenced reflection on the key items addressed and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this topic(s)?
- How will you use the knowledge gained in your life or ministry?
- [Optional] What additional information would you like concerning this topic(s)?

**To score well, the reflection assignment must:**

- Cite references from the assigned reading for the learning experiences
- Include suggested real-world application of the course material

### **I. Grade Scale**

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may not choose to accept any class for which a student scores a final grade below a “C”.

## COURSE SCHEDULE:

This class is organized around six sessions. The information provided below is an outline of the course and a list of the textbook readings that will be assigned.

### I. Part I - Pre-Reformers

We will review the pre-reformers and ask the students to consider Martin Luther's reformation, its foundations, influences, technology and the developing denominational divide. The student will also be introduced to Protestantism and its key leaders.

#### Reading Assignments

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. Chapters 7-8.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapters 11-12.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapters 8-9.

### II. Part II- The Age of Reason

We will see the ramifications of the Reformation, in the Enlightenment, reason, humanism and the advancement in social development in the west, its influence (positive and negative) on the church, and on the developing nation of America. Students will be introduced to John Wesley and asked to consider the development, philosophy, and influences of Methodism.

#### Reading Assignments

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. Chapter 9.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapters 13-15.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapter 10.

#### Research Paper Topic Selection

### III. Part III- The Age of Revolution

We will be introduced to Europe's changing dynamics and asked to consider the ramifications of the French Revolution. Students will also consider the advancement in technology, philosophy, and culture in the 18th and 19th centuries. The student will also be asked to consider the ramifications of movements such as communism and liberalism.

#### Reading Assignments

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. Chapters 10-11.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapters 16-18.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapter 11.

#### **IV. Part IV - The Age of... Conquest**

We will be introduced to the growing Christian landscape of the American experiment. Students will be asked to consider the foundations and influences of capitalism and whether or not it is a biblical concept. Students will also consider the growing cultural and theological reform in the church and its ramifications for evangelism and global ministry.

##### Reading Assignments

- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapters 19-21.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapters 12-13.

#### **V. Part V - An Age of Progress?**

We will be asked to consider the philosophical and biblical nature of war. They will also be introduced to some modern theological developments and their influence on Christian orthodoxy, practices and missiology.

##### Reading Assignments

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. Chapter 12.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapter 22.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapters 14-15.

##### Research Paper

#### **VI. Part VI - The Age of Disappointment**

We will we will look at the current cultural context (21st Century Developments). Students will be asked to consider the landscape in which we live and determine its ramifications, influences, and complexities toward the development of Christianity and Western Civilization as a whole (e.g. Postmodernism, relativism, and secular philosophies). Students will also consider the current changes in religious landscapes, namely Islam and its relationship to the West. Finally, students will be asked to reconsider the Wesleyan understanding of history and its current cultural application.

##### Reading Assignments

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. Chapter 13 - Afterword.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapter 23.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapters 16-17.

##### Historical Timeline Project

## **COURSE POLICIES:**

### **Student Learning Information**

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism\*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. \*(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at [ebcministry.edu](http://ebcministry.edu)

## Examples of Student Questions

1. How do you think the invention of the printing press affected the early spread of Protestantism? How did it affect Christianity as a whole?
2. How did the appearance of the Virgin of Guadalupe in 1531 and the Council of Mexico in 1555 differ in their impacts of bringing Christianity to Mexico?
3. How did Menno Simons' stance on the relationship between church and state differ from both the Catholic and Protestant Churches?
4. What is Deism, and what were some socio-political factors that led to its origin?
5. How did the prevailing world-views during the seventeenth and eighteenth centuries contribute to the significant scientific advancements of people like Sir Isaac Newton, or Johannes Kepler?

## APPENDIX ONE

### A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

#### HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
  - 1. **FINAL GRADE**  
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
  - 2. **COURSE SYLLABUS** (which must provide the following)
    - a. Instructor qualifications
    - b. The course title and description
    - c. The course purpose and objectives
    - d. A list of textbooks and other curricular material used in appropriate bibliographical form
    - e. The course requirements and some idea of the instructor's criteria for assigning grades
    - f. Seat time – the number of periods the class met and the length of each period
  - 3. **ASSIGNMENTS**  
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).  
Arrange in chronological order according to the class schedule in the syllabus.
  - 4. **EXAMS/TESTS/QUIZZES** – original and graded
  - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

***Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.***

#### HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at [www.nbc.edu](http://www.nbc.edu).
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).  
Mrs. Cheryl Graves  
Nazarene Bible College  
Alliance for Ministry Education  
17001 Prairie Star Parkway Suite 300  
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.