

## ***HIS215NT – Christianity & Western Culture I***

### **COURSE SYLLABUS**

**Credits:** 3

**Duration:** 8 weeks

### ***Course Description***

Three enduring tensions have marked Christianity's relationship with Western culture: church versus state, faith versus reason, and sacred versus secular authority. Taking the era of classical antiquity as a starting point, this course will examine these tensions in the cultural, philosophical, religious, and political developments of Western Civilization. Eras covered include ancient Greece, Rome, the emergence of Christianity, the Middle Ages, the Renaissance, the Reformation, and the Age of Absolutism. The course places special emphasis on analyzing primary sources to explore Christianity's evolving relationship with Western civilization and culture. As students explore this relationship, they will develop a biblical Christian worldview and critically assess the positive and negative impacts of Christianity's interaction with Western civilization. No prerequisites are required.

### ***Course Outcomes***

|   | <i>Upon successful completion of the course, students will be able to...</i>                                                                                              |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Recall major events, ideas, and figure in Western Civilization from ancient Greece to the Reformation.                                                                    |
| 2 | Identify religious, philosophical, political, socioeconomic, and cultural developments in ancient, medieval, and early modern Western Civilization.                       |
| 3 | Interpret primary historical sources using academic methods for historical research.                                                                                      |
| 4 | Analyze how Christians responded to crises in the relationships between church and state, faith and reason, and the secular and sacred realms throughout Western history. |
| 5 | Evaluate the relative importance of key individuals, events, and movements in Western Civilization.                                                                       |
| 6 | Integrate biblical principles to judge Christianity's reciprocal relationship with Western civilization.                                                                  |
| 7 | Design an original interpretation of the interactions between Christianity and ancient, medieval, or early modern Western civilization.                                   |

**Required Media**

Shelley, B. (2021). Church History in Plain Language (5th ed.). Zondervan. ISBN-13: 978-0310115960.

Brooks, C. (2020). Western Civilization: A Concise History. Pressbooks.  
<https://pressbooks.nsc.ca/worldhistory/>. ISBN-13: 978-1-998755-04-2.

Kordas, A, Lynch, R, Nelson, B, & Tatlock, J. (2023). World History, Volume 1: to 1500. OpenStax. <https://openstax.org/books/world-history-volume-1/pages/1-introduction>. 978-1-951693-67-1.

**Grading Grid**

| <b>ASSESSMENTS</b> (# in parentheses)                              | <b>TOTAL</b> |
|--------------------------------------------------------------------|--------------|
| Weekly Discussions (8) - 25 pts. each                              | <b>200</b>   |
| Weekly Reading Quiz (8) – points will vary                         | <b>300</b>   |
| Reflection (Short Essay) Papers (3) – 50 pts. Each                 | <b>150</b>   |
| Document-Based Papers (Primary Source Analysis) (3) – 50 pts. Each | <b>150</b>   |
| Final Paper                                                        | <b>200</b>   |
| <b>*Total Points:</b>                                              | <b>1,000</b> |

## **Course Schedule**

### **WEEK 1**

#### **Media**

- Course and Week 1 Welcome Video
- Faith and History: Five Rival Versions
- Analyzing Documents Using the HAPPY Analysis
- Brooks, Ch 6: "The Classical Age of Greece"
- Man is the Measure: Origins of Greek Democracy
- A Mirror of Human Nature: Religion in Archaic and Classical Greece
- Socrates: A Gadfly Given to the State
- Plato, *Apology* [excerpt]
- Aristotle, *Nicomachean Ethics* [excerpt]
- Brooks, Ch 7: "The Hellenistic Age"
- Tom Richey, Plato and Aristotle (Introduction to Greek Philosophy)
- Citizens of the World: Cynics, Epicureans, and Stoics
- Alexander the Great: Crash Course World History #8

#### **Assignments**

- Assignment 1-1 Week 1 Quiz
- Assignment 1-2 Paper 1: Paul of Tarsus – See instructions in the course
- Wk1 Discussion - See instructions in the course

### **WEEK 2**

#### **Media**

- Week 2 Welcome Video
- OpenStax: The Roman Republic
- Origins of the Roman Republic
- Religion in Ancient Rome
- Conquest and Corruption, 508 to 48 BC
- OpenStax: The Age of Augustus
- The Roman Empire. Or Republic. Or... Which Was It?: Crash Course World History #10
- Pax Romana
- OpenStax: Religion in the Roman Empire
- Bread and Circuses: Life in the Roman Empire
- Mitchell Holly. "Wisdom from Marcus Aurelius – Philosopher King."
- Marcus Aurelius' *Meditations* [excerpt]

## Assignments

- Assignment 2-1 Week 2 Quiz
- Assignment 2-2 Paper 2: Marcus Aurelius – See instructions in the course
- Wk2 Discussion - See instructions in the course

## WEEK 3

### Media

- Week 3 Welcome Video
- OpenStax: World History 10.1: The Eastward Shift
- The Origins of the Church: From Jesus to the Apostles
- Lessons from Pre-Constantinian Christianity, 33 to 313 AD
- More Than Conquerors – Persecution and Triumph of the Early Church
- Eusebius Pamphilus. *The Life of the Blessed Emperor Constantine*.
- The Constantinian Revolution – 311 to 380 AD
- Brooks, Ch. 11: “Byzantium”
- Fall of the Roman Empire... in the 15<sup>th</sup> Century
- Shelley, Ch 14: “The Sage of the Ages: Augustine of Hippo”
- Augustine, *City of God*, Book XIV, Ch. 28
- Augustine
- City of God and City of Man in Augustine

## Assignments

- Assignment 3-1 Paper 3: The Conversion of Constantine – See instructions in the course
- Assignment 3-2 Week 3 Quiz
- Wk3 Discussion - See instructions in the course

## WEEK 4

### Media

- Week 4 Welcome Video
- Boethius: Last of the Romans
- Boethius, *The Consolation of Philosophy*
- The Book, the Cross, and the Plow
- Shelley, Ch 17: “Bending the Necks of the Victors: Mission to the Barbarians”
- “How Did Christianity Spread in Europe?”
- Chronicle of St. Denis – How Clovis the Frank Became a Catholic Christian
- Shelley, Ch 18: “God’s Consul: Gregory the Great”
- Pope Gregory the First’s Letter to Abbot Mellitus, 597 AD

- Shelley, Ch 19: “The Search for Unity: Charlemagne and Christendom”
- How Charlemagne Revived Learning: The Carolingian Renaissance
- Charlemagne’s *Capitulary for Saxony*, 775-790 CE

## Assignments

- Assignment 4-1 Paper 4: Christian Missions in Medieval Europe – See instructions in the course
- Assignment 4-2 Week 4 Quiz
- Wk4 Discussion - See instructions in the course

## WEEK 5

### Media

- Week 5 Welcome Video
- Born to Fly Upward: The Medieval Vision of Humanity, the Cosmos, and God
- Shelley, Ch 21: “The Nectar of Learning: Scholasticism”
- Thomas Aquinas: The Angelic Doctor
- Thomas Aquinas, *Summa Contra Gentiles*
- Lienhard, “Gothic Cathedral”
- Levinson, Ch 8: “Ile de France,” In *Architecture: Past, Present, & Future*
- Macaulay, “Gothic Cathedrals”
- Virtual tour of St. Denis Basilica
- Shelley, Ch 23: “Chaos and the Law of Necessity: Decline of the Papacy”
- The Investiture Controversy
- Frederick II: Wonder of the World
- The Avignon Papacy and the Great Papal Schism

## Assignments

- Assignment 5-1 Paper 5: Saints and Scholars – See instructions in the course
- Assignment 5-2 Week 5 Quiz
- Wk5 Discussion – See instructions in the course

## WEEK 6

### Media

- Week 6 Welcome Video
- Brooks, Ch 1: “The Renaissance”
- “The Renaissance: Was It a Thing? – Crash Course World History #22
- Tom Richey, “The Italian Renaissance (AP Euro Review)”

- Tom Richey, “The Northern Renaissance”
- Richard Hooker, “Renaissance Reader: *Oration on the Dignity of Man*”
- Pico della Mirandola, *Oration on the Dignity of Man*
- Schism, Science and Skepticism
- 25 Questions to Ask a Nonwritten Source
- “Last Judgment,” *Sistine Chapel*
- Esperança Camara, “Michelangelo, *Last Judgment*, Sistine Chapel”

## Assignments

- Assignment 6-1 Paper 6: Michelangelo – See instructions in the course
- Assignment 6-2 Week 6 Quiz
- Wk6 Discussion - See instructions in the course

## WEEK 7

### Media

- Week 7 Welcome Video
- The Sixteenth Century Reformations Chart
- Shelley Ch. 25: “A Wild Boar in the Vineyard: Martin Luther and Protestantism”
- Tom Richey, “Causes of the Reformation”
- Tom Richey, “Martin Luther’s Doctrines”
- Shelley Ch. 26: “Radical Discipleship: The Anabaptists”
- Lineage: “The Anabaptists”
- Shelley Ch 27: “Thrust into the Game: John Calvin and Reformed Rule”
- Tom Richey, “Calvinism”
- Reformation and Consequences: Crash Course European History #7
- John Calvin, *Institutes of the Christian Religion* [excerpt]
- Shelley Ch. 28: “The Curse Upon the Crown: The Church of England”

## Assignments

- Assignment 7-1 Partial Draft of Final Paper – See instructions in the course
- Assignment 7-2 Week 7 Quiz
- Wk7 Discussion - See instructions in the course

## WEEK 8

### Media

- Week 8 Welcome Video
- Shelley Ch. 32: “Unwilling to Die for an Old Idea: Denominations”
- The 17th Century Crisis: Crash Course European History #11

- *Westminster Confession of Faith* (1674)
- Shelley Ch. 31: "The Rule of the Saints: Puritanism"
- English Civil War: Crash Course European History #14
- Errand Into the Wilderness: The Puritans in New England
- John Winthrop, "A Model of Christian Charity"

## Assignments

- Assignment 8-1 Week 8 Quiz
  - Assignment 8-2 Final Paper - See instructions in the course
  - Wk8 Discussion - See instructions in the course
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## Academic Honesty Policy:

Corban University is committed to high academic standards and expects students to achieve these standards in a manner marked by integrity and honesty. Academic honesty is the hallmark of true personal integrity. Students' academic work is evaluated on the assumption that the work presented is their own. Faculty and students are expected to identify departures from academic honesty.

## Principles of Academic Honesty:

1. Academic honesty at Corban University is based on the biblical principle of truthfulness. Truthfulness is inherent in the character of God. As beings created in the image of God, we have that example to follow.
2. Students' work must represent their own ideas, concepts, and current understanding.
3. Students must document appropriately any ideas or concepts borrowed from other sources, including research, papers, or projects that the student has simultaneously or previously submitted as coursework for other classes.
4. We measure learning progress by course assignments and examinations, and thus, we cannot recognize standards of academic achievement when cheating occurs.
5. Cheating, plagiarism, or any form of dishonesty is unacceptable.
6. Cheating in any form devalues the credentials of the university and is detrimental to all students.
7. The reputation of students, faculty, and the institution is damaged if the Corban University administration does not apply appropriate discipline.

**Examples of Academic Dishonesty:**

1. Cheating: intentional use or attempted use of deception, fraud, or misrepresentation in one's work.
2. Fabrication: falsification or invention of any information or citation in any academic exercise.
3. Facilitating dishonesty: helping or attempting to help another commit an act of academic dishonesty, including substituting for others in examinations or allowing one's own papers, reports or any other academic work to be claimed by another.
4. Plagiarism: representing without giving credit the words, data, or ideas of another as one's own work in any academic exercise. This includes submitting, in whole or part, prewritten term papers, or the research of another, including materials sold or distributed by commercial vendors.
5. Cheating on examinations by the use of crib notes, unauthorized retrieval of information previously stored in a computer, copying from another paper either before or during the exam, or by any other means.
6. Theft of examination papers or other students' work.
7. Writing an exam for another student.
8. Unauthorized collaboration on the preparation of coursework.
9. Submission of identical or substantially similar papers and/or course projects in more than one class without the prior approval of faculty member(s) involved.

**Reasonable Accommodations:** Corban University is committed to full compliance with the Rehabilitation Act (Section 504), 1973, and the Americans with Disabilities Act, 1990. As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified students with disabilities so that they can participate fully in the university's educational programs and activities. Although Corban University is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled students," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy. Any student requesting academic accommodations based on a disability is required to register with Student Support each semester. A Reasonable Accommodations Letter for approved accommodations can be obtained by contacting Student Support at [studentsupport@corban.edu](mailto:studentsupport@corban.edu). Please submit the letter to that email address as early in the session as possible.