

DRAFT Syllabus, HSTY 5210: Christian History I

The Early Church to the Early Reformation

North Park Theological Seminary,

Spring 2023, online, 3 credit hours

INSTRUCTOR

Jonathan Wilson, adjunct instructor / jmwilson@northpark.edu / 224-276-1889 (text or phone)

Office hours: Flexible by appointment. Video conference may be arranged at student's request.

COURSE DESCRIPTION

This course offers a survey of Christian history and theology from the apostolic times through the early Reformation. Course material pays balanced attention to Christianity's intellectual and social history, with sustained consideration of the church's evolving relationship to political and social structures and the contested category of orthodoxy. (Catalog)

COURSE OBJECTIVES

The overall objective of Christian History I is to help students achieve the following MDiv learning outcomes:

(1) Interpret the Christian historical and theological tradition for appropriation in the life and mission of the church; (2) engage diversity and exhibit growth towards inter-cultural competence for ministry reflective of God's global redemptive work.

To reach these overall objectives, these further objectives will be pursued:

To survey the Church's unfolding theological and institutional diversity in the ancient and medieval worlds, focusing on: key historical events and the personalities that shaped them, on institutional transformations, and on approaches to theology, liturgy, community, and mission;

To equip students to analyze and interpret historical data, and to evaluate the use of historical data by others;

To equip students to explore and gauge the impact of the past on Christian ministry and faithfulness today, with tools to:

- (1) locate their faith tradition and ministry in their global, historical contexts
- (2) interpret contemporary events, discussions, and assumptions in light of the complexity of the Christian past,
- (3) apply historical lessons to Christian ministry.

REQUIRED TEXTS

1. Justo L. González, *The Story of Christianity: The Early Church to the Dawn of the Reformation (vol. 1)*, 2nd ed. (HarperOne: 2010) [ISBN: 978-0061855887]
2. Justo L. González, *The Story of Christianity: The Reformation to the Present Day (vol 2)*, (HarperOne: 2010) [ISBN: 978-0-06-185589-4]
3. John W. Coakley and Andrea Sterk, *Readings in World Christian History, Volume I: Earliest Christianity to 1453* (Orbis Books: 2004) [ISBN 978-1570755200]
4. Mark Noll, *Turning Points: Decisive Moments in the History of Christianity*, third ed. (Baker Academic: 2012) [ISBN 978-0801039966]
5. Primary source readings and articles as listed which are posted to Canvas.
6. Lectures are posted each week, all of them we printed text, and nearly all of them with video on the instructor's professional-use Youtube channel. Where both formats are available, students are only required to engage one of these two formats, but may employ both. Powerpoint slides are available as visual enhancements, but must not be relied on *alone* for the lecture content.

ASSIGNMENTS AND ASSESSMENTS

The function of this online course is, first, that students build community in this online setting; second, that each student employ their own learning strengths. Flexibility is built in, and students are encouraged to collaborate with the instructor on media options for completing the following assignments.

- 10 Weekly Reading Reflections = 15%
- 10 Weekly Discussion Group Participations = 15%

Due dates for the reflections and participations are listed in the rubrics section (below).

- Two of Eight “Format” Assignments: 15% each = 30%
 1. biographical sketch (5-7 pages)
 2. book review (5-7 pages)
 3. multi-media lesson plan for adult lay-people
 4. sermon
 5. lecture for graduate students
 6. objective mid-term exam (*due first week of March*).
 7. objective final exam (*due first week of May*).
 8. student suggestion negotiated with instructor

The first Format Assignment is due the end of Tuesday, March 7.

The second Format Assignment is due the end of Tuesday, May 2.

- One final project (10-15 pages or equivalent option) = 40%
Due the end of Tuesday, May 9.

Rubrics for the Ten Reading Reflections

- All due dates for reflections are Tuesdays: January 31, Feb. 7, 14, 21, 28, March 7, 21, 28, April 4, 11.
- The reflections draw on the textbooks, lecture notes, and other required readings that are made available via Canvas.
- Reflection questions are posted on CANVAS in the ASSIGNMENTS module.
- Students will be assigned to discussion groups, listed on Canvas, where they will post their reflections.
- Each student **MUST** post a reflection to their discussion group, on Canvas, by Tuesday evening, 8 PM.
- By each Friday of that same week, 10 PM, students review their groupmates’ reflections, and comment on each of them.

Student reading reflections may be done in a variety of media according to learning strengths, as suggested in the following detail:

Written prose:

If the reading reflection is a written essay it should be between 300 - 500 words. The requirements of the *Chicago Manual of Style* for a full-blown research paper *do not apply* to the Reading Reflections: inline citation with author and page number or website address will be sufficient. Lengthy block quotes **cannot** be included in the word count. The writing need not be as “formal” as a research paper, but it should be polished enough to be clear and to the point.

Alternate media may include:

- *Poetry, lyric; visual; three-dimensional; movement study; music.* Obviously the scale of artistic ambition needs to fit the scale of the assignment. Painting a ceiling mosaic at church or scoring a symphony would be overkill. A charcoal sketch inspired by the theme of the week; a chord progression that expresses that the theme inspires the blues fit the bill. Dance, movement, mime, monologue, that is 2-3 minutes in length.
- All of these must be accompanied by at least three more minutes of cogent explanation as to what the art is conveying as a reading reflection.
- As this is an online section, performed art may need to be videoed and uploaded; the instructor finds Youtube to be efficient and helpful. Whatever platform, the student should set up a separate professional/academic account divided from personal social media accounts so that collegial and professional boundaries are respected.
- *Please speak with the instructor if you need further clarification on efforts commensurate with a 300-500 word essay.*

Rubrics for Participation

As noted above, students must log in by each Tuesday 8 PM (in all local time-zones) of the assigned week to post their reading reflection. By Friday 10 PM (in all local time-zones) of that same week, students must have logged in a second time for their “participation,” which is, to read and comment on the reading reflections of the others in their group.

The discussion groups will be assigned by the instructor. They will each number between 3 and 7 students, evenly distributed, with group size depending on enrollment.

Full marks for group discussion are awarded when all these criteria are met:

- incisive, edifying comments and questions offered in a spirit of collegial professionalism
- at least a full paragraph in length, but not more than 300 words for each comment
- comments are made in response to each of one’s group members.
- Answering the participation comments is not required. As part of building community and collegiality, it is hoped that conversations can be generated. After the original exchange, follow-up can be made between students on their own time.
- Bullying and personal attacks are inappropriate and will not be tolerated, nor will any style of communication, or use of insulting or hostile terms and epithets, which are inappropriate to the classroom.
- North Park Theological Seminary’s guidelines on inclusive language should be incorporated in these discussions as though it were a classroom setting.
- Each discussion’s first round of reflections and comments is graded by the instructor.

Rubrics for the Format Assignments Options.

Two Format Assignments from the list above are required.

First Format: March 7, including midterm exam option

Second Format: May 9, including final exam option

Option 1: Biographical Sketch

Choose a key figure from within the scope of Christian History 1, research their life, and summarize in five to seven pages that person’s impact on the theology, institutional development, and overall witness of the Church. Connect the person’s impact to their context in terms of key dates and geographical details. Some questions to consider while framing the sketch: To what extent was this person controversial in their own time? What current streams in

theology, institutional practice or witness to righteous justice owe a debt to this person's influence? What verdict has historical hindsight rendered on the character and/or contribution of this person, and to what extent has that verdict been challenged or revised? What connections to the present allow this person to speak into your own ministry context?

Here is a non-exhaustive list of historical figures: Mary Magdalene, Irenaeus, Lucy of Syracuse, Athanasius, Nicholas of Myra, Ambrose, any Cappadocian Father, Macrina the Younger, Monica, Augustine of Hippo, Pope Leo I, Patrick of Ireland, Isidore of Seville, Benedict, Pope Gregory I, Augustine of Canterbury, Empress Irene, Maximus the Confessor, Charlemagne, Ansgar, Rosevitha of Gandersheim, Pope Gregory VII, Francis of Assisi, Peter Waldo, Anselm of Canterbury, Thomas Aquinas, Abelard, Bridget of Sweden, Catherine of Siena, John Wycliffe, John Hus, Joan of Arc, Teresa of Avila, Martin Luther, Katherine von Bora.

Option 2: Book Review

In consultation with the instructor the student will choose a peer-reviewed, first edition historical narrative from a Christian perspective on a topic covered in the course, published no earlier than 2020, and compose a review with word count and formats specified in the guidelines of the *Covenant Quarterly*. (This is not an offer of publication.) Required: The class reading fitting to the topic of the book must be completed before the review is undertaken.

Options 3 and 4: Exams

None, one, or both exams may be chosen as Format Assignment options.

Also, exams may be required of the student to make up for missing reading reflections, poor attendance, or sub-par work.

- There is no double-dipping: an exam that is required to make up for missing work cannot also count as a Format Assignment.
- If any combination of two or more reading reflections and participations are missing by Friday March 3, the midterm will be required of that student, and due Tuesday March 7.
- If two or more in any combination are missing for the period March 7-April 11, the final will be required, due May 5.

Midterm (Due Tuesday March 7)

The Midterm is closed book: T/F, multiple choice, matching, and short essay. Study guide will be issued by February 21. The exam form will be issued March 1 to those who request it. Due Tuesday, March 7, 11:59:59 PM (student's local time zone)

Final (Due Tuesday, May 9)

The final is closed book: T/F, multiple choice, matching, and short essay. Study guide will be issued April 18. The exam form will be issued April 26 to those who request it.

Due Friday, May 5, 11:59:59 PM (local time zone).

Option 5: Adult or Youth Learning Lesson, 25 Minutes

Prepare a 25-minute multi-media lesson-plan on an event, person, or pre-Reformation theological development, that would connect with and engage of adult lay-people or youth in your church (degree-seekers in MACE/MACF encouraged to this option).

Option 6: Sermon

Prepare a 25 minute sermon on a historical doctrine, such as the Two Natures of Jesus Christ, the two-fold Procession of the Holy Spirit, etc. Along with all the necessary components of exegesis, homiletical strategy, and focus, trace how evangelicals have inherited our orthodoxy

concerning the doctrine, by giving attention to the disputes about the doctrine that developed long before a Protestant movement took shape (MDiv degree-seekers encouraged to this option).

Option 7: Prepare a 25-minute lecture/multi-media presentation for *graduate students* on one of these lecture topics (MATS degree-seekers encouraged to this option).

Option 8: Negotiated

If a student has another idea for a Format Assignment option, it must be worked out with the instructor's approval first.

Rubrics for the Final Research Project (40% of grade, due Tuesday May 9)

In consultation with the instructor, choose a topic from the field of Christian History from the Early Church to the Early Reformation, research it, and present it from a cogent, critically-informed point-of-view in a 10-15 page paper (double-space, Times New Roman 12 pt. font, *Chicago Manual* style for references)

OR an equivalent effort in an alternate media.

All term projects must conform to the following guidelines:

- At least ten scholarly resources need to be consulted, including:
at least 3 journal articles,
at least 2 primary sources.
- Students are not to quote, cite or list in their bibliographies the following types of resources: language dictionary or thesaurus, or general-knowledge encyclopedias, whether such resources are print volumes or online.
- Bibles are not counted in the bibliography total.
- In no case is any form of plagiarism acceptable.

Research Schedule:

1. March 7, submit a topic and proposed thesis statement for instructor feed-back, and if an alternate to a written paper is desired, the proposed medium of content delivery.
2. Start reading.
3. March 28, submit a proposed bibliography with primary sources selected, seek instructor's help if obtaining materials is frustrating. If sources include personal interviews, those should be scheduled. Continue reading and research.
4. April 25, students who are writing but are in need of intervention should have a draft ready for work with a writing coach. Students submitting in alternative media should organize their equipment, technologies, and platforms.
5. Tuesday May 9, deadline for submission is 11:59:59 PM student local time.

Final Project Media Options:

MATS students are required to submit a term paper. Those in other programs who are considering doctoral study *should* submit a paper. Learning strengths and styles vary, so outside of MATS all options are on the table: a filmed lecture, documentary movie, digital presentation, or some other medium negotiated in advance with the instructor by March 7.

Written Papers (required of MATS, strongly urged for all aspiring to doctoral study):

Graduate students are encouraged to trust their functioning vocabulary to communicate ideas clearly. Unless English is a second language, students should not make use of a thesaurus.

A title page is optional and cannot count against the 10-page minimum. A bibliography must begin on a separate page at the end of the paper and cannot count against the ten-page

minimum. The minimum ten pages of text must conform to standard fonts and margins as specified. A bleed over of a couple of lines onto a tenth page does not count as a ten-page paper; it is short by about 250 words and that will be reflected in the grade. There is no penalty for a length that exceeds the 15-page guideline.

MATS and doctoral aspirants should consider 15 pages of text a minimum length.

Filmed Lecture

Students may choose instead to record themselves presenting their topic orally and send me the file. The presentation must last at least 40 minutes (approx.. the length of time it takes to read a 12-page double-spaced paper), and may include creative multi-media. Should this option be chosen, a bibliography of ten sources according to the guidelines above must be submitted. The filmed lecture will demonstrate command and conversance with the research that is otherwise expected of a written paper.

Documentary

For this course a documentary movie is a counter-intuitive option, since on-location sites in ancient church history are off-continent. However there are resources including scholars, and artifacts housed in museums, which depending on the topic and its execution could make a compelling 30 minute film without the need to go overseas. A cogent thesis and command and conversance with the research is required. The specified bibliography must be submitted.

Digital Visual Presentation

Students may choose to present their research and argument in a slide show in *Publisher*, *PowerPoint* or other program that allows them to excel at their visual or tactile style of pedagogy. By whatever means it is executed, cogency of thesis and command and conversance with the research must be demonstrated in clear explanations of what is displayed. The specified bibliography must be submitted.

ADDITIONAL COURSE GUIDELINES

1. Attendance.

Student log-ins are tracked on Canvas. Whether or not reflections and participations are due, students must log in to the course twice each week: by Tuesday 8 PM and not later, and by Friday 10 PM and not later. All times are always Student's Local Time, without exception. Logins after Friday 10 PM will count forward to the following Tuesday, no logins will count backward in time. During Week One students will be receiving emails from the instructor, sent to the northpark.edu email address that each student is assigned, and the student must reply. This is a way of testing communication to work out any glitches. If any glitch arises, be sure to contact the instructor during Week One. The instructor must comply with attendance reporting for financial aid; students that have not logged in to Canvas, have not replied to instructor email, and have not otherwise reached out, must be listed as absent.

2. Submission of Assignments

North Park's online platform Canvas will be used. If glitches arise, sending to the instructor's North Park email account is the back-up.

3. Communication. Reach the instructor by email, phone, or text, as listed at the top.

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion. Cheating includes but is not limited to: 1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet. 2. Copying another’s answers on an examination. 3. Deliberately allowing another to copy one’s answers or work. 4. Signing an attendance roster for another who is not present. For a fuller discussion of academic dishonesty, review the Seminary Academic Catalog, pp. 21–22.

ACCOMMODATIONS Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the program's office as soon as possible to ensure accommodations are implemented in a timely manner. For further information, see Seminary Academic Catalog, p. 17 and “Disability Resources” provided through North Park’s Office of Student Enrichment Services and Support.

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-5565) or Director of Human Resources (773-244-5599) for information about campus resources and support services, including confidential counseling services. As a member of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University’s Title IX coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking. Please refer to North Park’s Safe Community site for contact information and further details.

COURSE SCHEDULE

This course is broken up into units. The material is generally followed in historical chronology, with themes and threads extending throughout the duration of the semester.

Week of Tuesday-Friday, January 10-13,

- **Course Introduction.** Syllabus and Overview
Gonzalez 1-5, 13-23; Noll, 13-23
- **Unit I, Apocalyptic Apostles.** 1. Christ’s Hermeneutic, 2. The Council of Jerusalem
Gonzalez, 25-48.

Week of Tuesday-Friday, January 17-20

- **Unit I, Apocalyptic Apostles.** 3. Sacraments 4. Jewish Wars
Noll, 22-37 Coakley and Sterk 12-16 *Didache*.

Week of January 24-27, class does not meet. Midwinter, Jacksonville, FL

Week of January 31 – February 3, Reading Reflection 1 (Tues) and Participation (Fri) Due
Unit II, Becoming Gentile. 1. Martyrs and Apologists
González 49-81, 97-104; Coakley and Sterk 23-24 “Pliny to Trajan,” 30-37 “Martyrdom of Perpetua and Felicity,” 37-43 “Justin Martyr Second Apology.”

Unit II, Becoming Gentile. 2. Orthodoxy & Heresy

González 83-96; Coakley and Sterk 58-66 Irenaeus of Lyons “Against Heresies.”
McBrien *Lives of the Popes* entries on Canvas [C]

Week of February 7 - 10, Reading Reflection 2 (Tues) and Participation (Fri) Due

Unit III, Church and Empire. 1. The Pendulum Swings, Constantine and Establishment
González 119-155; Noll 39-56; Coakley and Sterk 87-91 “Life of Constantine” (through chapter 32); McBrien *Lives of the Popes* entries on Canvas [C].

Unit III, Church and Empire, 2. The Monastic Counter-culture
González 157-179; Coakley and Sterk 131-141 “Life of Anthony.”

Week of February 14 - 17, Reading Reflection 3 (Tues) and Participation (Fri) Due

Unit III, Church and Empire. 3. Trinity Co-eternally
González 181-217; Coakley and Sterk 98-101 “Letters of Arius and Alexander of Alexandria,” 119-122 “Ad Graecos;” Acts of the Council of Nicaea [C];

Unit III, Church and Empire, 4. Augustine of Hippo
González 241-252; Coakley and Sterk 195-206.

Week of February 21 – 24, Reading Reflection 4 (Tues) and Participation (Fri) Due

Unit III, Church and Empire, 5. The Ecumenical Councils and Beyond
6. End of Rome and Rise of the Papacy
González 253-258, 295-302, 306-309; Noll 59-76; Coakley and Sterk 175-176 “Definition of Faith,” 107-109 Rufinus “Ecclesiastical History;” 122-130 “History of the Armenians,” 113-117 Ephrem the Syrian “Hymn 1;” McBrien *Lives of the Popes* entries on Canvas [C].

Week of February 28 – March 3 Reading Reflection 5 (Tues) and Participation (Fri) Due

Unit IV, The Early Medieval Church

1. Monks and Mission

González 269-289, 302-306; Noll 77-97; Coakley and Sterk 258-264, Bede’s “Eccles. History.”

2. Greek Popes and Two Wills

McBrien *Lives of the Popes* entries on Canvas [C].

3. Rise of Islam

González, 289-293; Coakley and Sterk 231-242

Week of March 7-10, Reading Reflection 6 (Tues) and Participation (Fri) Due. Also due: First Format Assignment, March 7. Also due: Topic and media proposal for final project, March 7.

Unit IV, The Early Medieval Church, 4. The Procession of the Holy Spirit

Gonzalez 309-313; Coakley and Sterk 253-255 “Acts of the Third Council of Toledo,” 293-302 “Letters of Patriarch Photius and Pope Nicholas I”
McBrien *Lives of the Popes* entries on Canvas [C].

Week of March 14-17 Reading Week, No assignments or participations due this week.

Week of March 21-24, Reflection 7 (Tues) and Participation (Fri) Due

Unit IV, The Early Medieval Church, 5. Franks and Saxons

Gonzalez 315-325; Noll 99-118; Coakley and Sterk 289-297 “Divine Images,”

Week of March 28-31, Reading Reflection 8 (Tues) and Participation (Fri) Due

Unit V: The High Middle Ages 1. East-West Empires and Schism

González 327-344; Noll 121-140; Coakley and Sterk 319-324 “Letter to Hermann of Metz”, 310-315 “The Christianization of Russia,” McBrien *Lives of Popes* entries on Canvas [C]

2. The Crusader Period. González 345-356; Coakley and Sterk 334-335 “The Fall of Jerusalem,” 335-336 “The Fall of Constantinople,” 336-338 “The Fall of Valencia.”

Week of April 4-7, Reading Reflection 9 (Tues) and Participation (Fri) Due

Unit V: The High Middle Ages 3. Celibacy, Transubstantiation, Inquisition, “Unity”

González 357-385; McBrien *Lives of Popes* entries on Canvas; Coakley and Sterk 397-98 “Unam Sanctam,” 359-362 “Excerpts from Summa Theologiae,” Transubstantiation [C].

4. On the Atonement

Coakley and Sterk 339-346 *Cur Deus Homo*; Abelard excerpts on Romans [C].

Week of April 11-14 Reading Reflection 10 (Tues) and Participation (Fri) Due

Unit VI Late Middle Ages 1. The Avignon Papacy and Papal schism

González 387-406; McBrien *Lives of Popes* entries on Canvas [C].

2. Piety and Mysticism

Coakley and Sterk 384-388 “The War Scroll,” 410-414 “Letter of Grote;” Catherine of Siena, “To Gregory XI” [C]; Kempis Excerpts from *Imitation of Christ* [Email]

3. Back to Councils and/or the Bible: John Wyclif and Jan Hus

González 407-445; McBrien *Lives of Popes* entries on Canvas; Coakley and Sterk 414-415 Council of Constance, 415-417 Council of Florence.

Week of April 18-21, Easter Week. Class will not meet.

Week of April 25-28

Unit VII: The Reformation Begins 1. Luther’s Search 2. From Wittenberg to Worms

González (vol. 2) 7-56; Noll 143-164; Luther, Heidelberg Disputation [C].

McBrien, *Lives of the Popes* entries on Canvas [C];

Week of May 2 -5.

Unit VII: The Reformation Begins

3. Zurich

González 57-76; Zwingli “Sixty-Seven Articles” [C]; Schleithem Confession [C]

4. The Reformation Splinters

Luther, Admonition to Peace (1525) [C];

Reports on the Marburg Colloquy [C];

5. The Mixed Legacy of Martin Luther

Luther, The Freedom of a Christian [C].

Luther, “Against the Thieving Hordes” [C];

McGrath, “The Political Thought of the Reformation” [Email]

Week of May 9-12. No attendance. All course-work due Tuesday May 9 11:59:59 PM local student time.