

**HSTY 5210: Christian History I**  
North Park Theological Seminary  
Stateville Correctional Center  
June 19-23, 26, July 31-August 4, 10:30 AM  
3 credit hours

**INSTRUCTOR**

Dr. Jonathan Wilson, adjunct instructor

**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 MARJ 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 READING**

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. John W. Coakley and Andrea Sterk, *Readings in World Christian History, Volume I: Earliest Christianity to 1453* (Orbis Books: 2004) [ISBN 978-1570755200]
3. Brian Moynaha, *The Faith: A History of Christianity*. (New York: DoubleDay, 2002). Copies.

**Additional resources will be available in the resource room for research.**

**ASSIGNMENTS AND ASSESSMENTS**

- Attendance and Participation = 20%
- Chapter Presentation = 20%
- Written Research Paper = 25%
- Presentation of Research = 10%
- Objective Final Exam = 25%

### **Rubrics for Attendance and Participation, 20%**

Full marks for attendance and participation require:

- daily attendance for the whole allotted time, including the scheduled zoom session.
- comments are offered in a spirit of collegiality and professionalism
- comments and questions reflect that the assigned reading had been completed.
- The readings in Week 1 should be completed before the first class session (Tuesday, June 20). The reading for Week 2 should be completed before Monday, July 31.

### **Rubrics for Chapter Presentation, 20%**

In the first class session, Tuesday June 20, students will be assigned one of the chapters from the list below from the Coakley & Sterk volume *Readings in World Christian History* (referred to from now on as C&S). They will have until Monday June 26 to complete their chapter (ranging from 7 to 12 pages) and prepare a summary. Students will each present their chapter summary, teaching the class the historic information and providing their own assessment of its significance.

- Chapter presentations will take place during the zoom call on Monday June 26.
- Presentations should take about 10 minutes, followed by 2-3 minutes taking questions.
- Students will be assessed on their understanding of the content, the clarity of their presentation of the content, and their ability to dialogue about the content.

- List of Coakley & Sterk chapter titles and page range  
3-5, Ignatius, “Letter to the Magnesians” AND 12-16 *Didache*.  
30-37 “Martyrdom of Perpetua...”  
37-43 “Justin Martyr Second Apology.”  
58-66 Irenaeus of Lyons “Against Heresies.”  
107-109 Ethiopia and Georgia AND 122-130 “History of the Armenians”  
131-141 “Life of Anthony.”  
195-206 Augustine, *City of God*  
213-220 Ambrose, “Letters 1 and 2”  
221-228 Patrick, “Confession”  
231-242 Timothy of Baghdad  
259-264 Bede, *Ecclesiastical History*

### **Rubrics for the Term Research Paper (25% of grade, due Monday July 31)**

Choose an event or personality, research it in all applicable class materials, and write about it, stressing the topic’s significance at the time and its impact through time. 2000 words (approx. 10 pages). A list of 40 topics with available resources is appended below.

### **Rubrics for the Presentation of Research (10% of grade, due Monday July 31)**

When the paper is completed, prepare an additional one-page “abstract” to share with the class. The abstract is a summary of the paper’s topic and main points. Be prepared to answer questions from the class and instructor about the paper and the research process.

### **ADDITIONAL COURSE GUIDELINES**

All attendance-keeping, access to materials, communication protocols, and submission of assignments, shall be in accord with Stateville policies.

### **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 will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of 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 additional information, see the Seminary Academic Catalog (located in the Resource Room), pp. 25–26.

### **ACCOMMODATIONS**

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent disability that requires accommodations, please reach out to Emily Wagner through a communication form.

### **TITLE IX**

Students who believe they may have experienced sexual misconduct, sexual harassment, domestic violence, dating violence, or stalking should contact Emily Wagner, Director of Student Life and Formation, or review the full Title IX policy available in the Resource Room to more about reporting options, resources, and support services.

As members 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 members are private resources meaning we are legally obligated to share information about the behavior reported above with the University’s Title IX coordinator. If you are unsure whether you want your concerns disclosed to the Title IX Coordinator, we encourage you to contact Emily Wagner directly through a sealed envelope.

Please refer to North Park’s policy, available in the Resource Room, for reporting, contact information, and further details.

### **INCOMPLETE GRADES**

If, due to extenuating circumstances (specifically, illness, personal and family issues), as well as other issues beyond your control, (lockdowns, movement restrictions, inability to get coursework to instructor, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.” For the full policy, see page 15 of the Seminary Academic Catalog (located in Resource Room).

## **COURSE SCHEDULE**

This course is broken up into units (“lectures”) in which the instructor presents the topic based on a synthesis of class materials and independent research, and follows the historical chronology.

### **Week I: June 20-26**

#### **Tuesday, Course Introduction, Syllabus and Overview**

**Lecture I, Apocalyptic Apostles.** 1. The New Testament Sources 2. Christ’s Hermeneutic. 3. The Council of Jerusalem. 4. The Sacraments. Gonzalez, 1-48.

#### **Wednesday**

**Lecture II, Becoming Gentile.** 1. The Revolts in Syro-Palestine 2. Martyrs and Apologists 3. Orthodoxy and Syncretism. Gonzalez, 49-96. C&S, 23-24.

#### **Thursday**

**Lecture III, Church and Empire.** 1. The Pendulum Swings, Constantine and Establishment 2. The Monastic Counter-culture 3. Trinity Co-eternally. Gonzalez, 119-179. C&S 87-91.

#### **Friday**

**Lecture IV, West, East, and Further East** 1. Augustine and Jerome 2. The Ecumenical Councils and Beyond 3. End of Rome and Rise of the Papacy. 4. Greek Popes and Two Wills Students present chapters. Gonzalez, 181-217, 241-258, 295-309. C&S 175-176.

### **Monday, June 26, Class session by online streaming**

#### **Lecture V, Challenges for the Early Medieval Church**

1. Monks and Mission 2. Rise of Islam, expansion and containment Gonzalez, 269-294, 309-313. C&S 293-302. Students present C&S chapters.

### **Week II, July 31 – August 4**

#### **Monday: Research Papers Due.**

**Lecture VI, Authority and Power** 1. The Procession of the Holy Spirit. 2. A New Empire 3. East-West Schism. Gonzalez 315-344; C&S 289-297, 310-315. Students present research.

#### **Tuesday**

**Lecture VII, Reach and Grasp** 1. Crusades 2. Roman Catholic Ascendancy 3. Investiture Controversy. Gonzalez 345-385, C&S 334-346, 359-362, 397-398.

#### **Wednesday**

**Lecture VIII, Corruption and Clamor** 1. The Avignon Papacy and Papal schism 2. Piety and Mysticism 3. John Wyclif and Jan Hus. Gonzales 387-455, C&S 384-388, 410-414.

#### **Thursday**

**Week IX: The Reformation Begins, Luther:** 1. the Monk 2. the Reformer 3. the Theologian. Moynahan (copies), 340-369. Luther, “The Freedom of a Christian” (copies).

#### **Friday**

**Lecture 10 The Reformation Splits** 1. Zwingli and Calvin 2. Early Anabaptists 3. Closing Thoughts 4. The Final Exam. Moynahan (copies), 370-397. “The Schleithem Confession” (copies).

## **APPENDIX TERM PAPER TOPICS**

Choose any of chapters 1-7 of Mark Noll, *Turning Points*

OR, one of these historical events:

The Early Papacy to the year 250.

The Papacy from the years c. 350-850

The Papacy from c.1440-c.1520

The Papacy of the Counter-Reformation

The Seventh Ecumenical Council

The Investiture Controversy

The First Crusade

The Fourth Crusade

The Papal Schism and Conciliar Movement

The Spanish Inquisition

OR, one of the following historical figures:

Helena mother of Constantine, Ambrose of Milan, Anthony of the Desert, Athanasius of Alexandria, Augustine of Hippo, Monica mother of Augustine, Basil of Caesarea, Macrina sister of Basil, Gregory of Nazianzus, Jerome, Benedict, Maximus the Confessor, Francis of Assisi, John Hus, Martin Luther, Ulrich Zwingli

OR, one of these emperors: Constantine, Justinian, Irene, Charlemagne, Henry IV, Charles V

Process: Cross reference all relevant class materials (including research texts in the resource room). For example, any topic featured by Noll will also have been treated by Gonzalez and discussed by the instructor. Determine if there are primary materials germane to your topic from Coakley & Sterk or other articles that have been made available to the class. For the popes on the above list, Richard McBrien, *Lives of the Popes* will be the main reference text in the resource room (if available); many of these popes will have been involved in events covered by the course's other authors.

Write a paper that synthesizes your available resources. Set your topic in context (time and place), elaborate its main features and significance, and evaluate its impact on Christian history over time. 2000 words (This will be approximately 10 hand-written pages, perhaps more if one's hand-writing is large. If unsure, count the words on an average page and multiply by the number of pages to get a rough estimate.) The term paper accounts for 25% of your class grade.

When the article is complete, prepare a one-page summary ("abstract") of your topic and main points to present to the class. This the "research presentation" which is 10% of your class grade.

Both the term paper and abstract are due on Monday of Week 2, July 31. Together they are worth 35% of the total grade.