



# NEW ORLEANS

BAPTIST THEOLOGICAL SEMINARY

ANSWERING GOD'S CALL

**HISTORY OF CHRISTIANITY:  
EARLY & MEDIEVAL – HIST 5300  
INTERNET  
FALL 2017**

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One of the reasons I love teaching is the opportunity to relate to students. We cannot meet in a classroom, but I am accessible through email. Please feel free to email. I want to help you in any way I can. **Email me if you have a problem or a question. Do not wait until it is too late for me to help!**

This syllabus is subject to minor, necessary or beneficial changes during the semester. Please note that while you might gain access to the syllabus early, this is an online class and the Blackboard account for this course will not open before the start date of Monday, August 21, 2017. Please do not ask me for early access. I do not have the authority to grant you early entry into the class.

## **Seminary Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

## **Purpose of the Course**

The purpose of this course is to provide quality theological education for students in the discipline of theological and historical studies. The core value focus of the course will emphasize mission focus. The course will specifically address the competencies of Christian theological heritage, disciple making, servant leadership and spiritual and character formation.

## **Core Value Focus and Curriculum Competencies Addressed**

The core value focus of the course will emphasize this semester is **servant leadership**. We want everything we do to be characterized by offering the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. The course will specifically address the following curriculum competencies:

- Theological and Historical Heritage – comprehensive overview of Christianity's formation and development up to the time of the Reformation
- Disciple Making – use the people from our past to model Christ-like behavior
- Servant Leadership – use the people from our past to model servant leadership
- Spiritual and Character Formation – model Christian character in relating to those in the Christian family with whom we disagree
- Biblical Exposition – demonstrate the biblical foundation for evangelical Christianity
- Worship Leadership – examine the variety of worship styles and practices used by Christians

## **Course Description**

This course provides a general historical survey of the Christian movement from its inception through the medieval period. A brief introduction to historical method and historiography is

followed by the study of significant ideas, individuals, movements, and institutions in the rise and development of Christianity prior to the Protestant Reformation.

### **Student Learning Outcomes**

In order to understand and interpret Christian theological heritage for the church, the student, by the end of the course, should:

1. Be able to apply their knowledge and understanding of the formation and development of the Christian movement from its inception through the medieval period to the process of interpreting Christian theological heritage and Baptist polity for the church.
2. Value the ideas, individuals, movements, and institutions in the rise and development of Christianity prior to the Protestant Reformation.
3. Be able, with the help of resources, to accomplish the following:
  - Practice the historical method and historiography in order to interpret Christian theological heritage for the local church.
  - Place individuals, movements, and ideas within their proper historical context.

### **Required Texts**

There are three required books for this class, as well as online readings. The texts describe and interpret the people, events, and concepts that have been important throughout Christianity's history. The documents book provides representative and influential confessions of faith important to our heritage. These books compliment one another as tools for understanding our Christian heritage.

Justo González, *The Story of Christianity: The Early Church to the Dawn of the Reformation*, vol. 1, rev. ed. New York: HarperOne, 2010. ISBN: 978-0061855887

Henry Bettensen and Chris Maunder, eds., *Documents of the Christian Church*. 4th ed. New York: Oxford University Press, 2011. ISBN: 978-0199568987

Mark A. Noll, *Turning Points: Decisive Moments in the History of Christianity*. 3d ed. Grand Rapids, MI: Baker Academic, 2012. ISBN: 978-0801039966

### **Recommended Texts for Further Reading:**

Leith, John H., ed. *Creeds of the Churches: A Reader in Christian Doctrine from the Bible to the Present*. 3d ed. Atlanta: John Knox Press, 1982.

Maier, Paul L. *Eusebius: The Church History*. Grand Rapids, MI: Kregel Academic, 2007.

Stevenson, J. and Frend, W. H. C., eds. *Creeds, Councils and Controversies: Documents Illustrating the History of the Church, AD 337-461*. 3<sup>rd</sup> revised ed. Grand Rapids: Baker Academic, 2012.

There will be additional required reading from primary sources that are available on the Internet.

### **Requirements**

**A. Tests:** There will be six tests, each worth 25 points, given throughout the semester. The

lowest test grade will be dropped. Each test will last 20 minutes and be timed. Exams should be taken without books or notes in front of you. You are on the honor system. Tests will be available throughout the course and must be completed before 11.59 pm (Central Standard Time) on the date below. Tests can be taken any time prior to the due date. All test dates are **Mondays**.

**Unit 1 - September 11**  
**Unit 2 - September 25**  
**Unit 3 - October 9**

**Unit 4 - November 6**  
**Unit 5 - November 27**  
**Unit 6 - December 11**

**B. Assigned Reading:** Students are expected to read the assigned pages listed for each unit. A report is due on the last day of each unit on the percentage completed (in 20% increments) of that unit's assigned reading. Each report is worth up to 5 points. Reading Reports are found at the end of each unit's assignments under Course Documents. An additional 5 point bonus will be awarded to students who have completed **all** the assigned reading by the time of the Unit 6 Exam. This allows you to catch up on reading you have missed during the semester.

**C. Movie Review:** Each student will watch a movie, based on the period of the early church and write a historical review. The movie is *Quo Vadis* (1951), starring Robert Taylor, Deborah Kerr, and Peter Ustinov. This movie might be available at your neighborhood video store, or you can purchase it inexpensively through ebay.com or amazon.com. Or, if you subscribe to Netflix, it is available through that service. Also, it is available in the NOBTS library. **Secure this movie in a timely manner to ensure that you can submit this assignment on time.**

In the review, include evaluations of its historical accuracy and value, including any discrepancies that you notice. The review should be 3-4 pages, single-spaced, and is worth 30 points. The movie review is due **September 18**.

**D. Book Review – First Draft:** Each student will write first draft of a book review of Mark Noll, *Turning Points*. The draft must be a complete paper, conforming to all standards as detailed in the “Book Review Part Two – Final Version” (see below) and rubric in this syllabus. **This first draft will be submitted to the NOBTS Writing Center. Students must also upload a copy of the writing center receipt to Blackboard in the Assignments section.** Information about the Writing Center and the process for submitting papers can be found at <http://www.nobts.edu/writing>. The writing center staff will review the paper and work with the student as necessary to improve it before the final paper is submitted. Working with the writing center should help you in all of your academic writing, as well as help you produce an excellent research paper for this course. **First Draft is due by October 2.**

**E. Book Review – Final Version:** This assignment will be used to evaluate the student's understanding of Noll's historical method and his place in historiography. The review is worth 60 points and will be graded according to the following components. The review should be between 6 to 8 double-spaced, typewritten pages in length and contain:

(1) a bibliographical entry at the top of the first text page of the review;

- (2) a **brief** biographical sketch of the author (one paragraph at most);
- (3) a summary of the contents of the book, with a view to the significant individuals, movements, institutions, and doctrines in the history of Christianity (2-3 pages);
- (4) an identification of the impact of these individuals and events on the student's Christian theological heritage (1-2 pages);
- (5) a statement of the author's purpose and the extent to which the purpose was realized;
- (6) a description of the author's writing style and biases (1-3 paragraphs);
- (7) a concluding evaluation of the impact of this book on the student's understanding of Christian history (1-2 pages).

All quotations and direct references to sections in the book should be indicated by page numbers within parentheses, not footnotes. Citations or paraphrases from other sources should be noted and documented using either footnotes or endnotes. **Due October 30.**

**Embedded Assignment: This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for evaluating this assignment is attached to this syllabus. Please complete the assignment with this rubric in mind.**

- D. Major Research Project:** Each student will conduct research and prepare a major project on a significant person, movement, event or place in Christian history. This project can be a traditional Research Paper or a PowerPoint Lecture. Submit the paper to me under Assignments and post it on the Discussion Board so that your fellow students will have access to your research and writing. **Due November 13.**

**Option 1 – RESEARCH PAPER** – The Research Paper will be 10-12 pages long and should reflect scholarly research. You should discuss the historical context and influence of your subject in church history and conclude with a summary statement about the contributions and lasting consequences of your subject to history. It will be written according to standard guidelines (Turabian; Times New Roman 12 pt. font; double-spaced; standard margins; footnotes, etc.) and include a bibliography of at least six resources (Textbooks, reference books, and the Internet are allowed, but you must consult a minimum of three biographies, monographs, and/or church histories as well).

The Biography/Research Paper will be evaluated as follows:

1. *Grammar and style:* Spelling, sentence and paragraph development; punctuation; and conformity to the 7<sup>th</sup> or 8<sup>th</sup> edition of Turabian. (20 points)
2. *Clarity and Coherence:* Balance; thoroughness; organization; logical development; overall sense of the paper. (20 points)
3. *Research:* Bibliography; type and variety of sources (primary, secondary, monographs, journal articles, websites, etc.); most bibliographic entries should be accompanied by footnote citations. (20 points)
4. *Historical Awareness and Insight:* Factual accuracy; awareness of historical connections (continuity/discontinuity, cause/effect, contrasts/comparisons); sensitivity to historical context; awareness of the impact of a person. (20 points)
5. *Analysis and Evaluation:* Going beyond the mere reporting of facts to include explanation, interpretation, analysis of material; evaluation of strengths and weakness of a person; demonstration that you have thought about the material that

you have researched. Give strong and insightful introduction and conclusion. (20 points)

**Option 2 – POWER POINT LECTURES & TEACHING OPPORTUNITIES –**

The student may choose to prepare a Power Point Lecture on a topic chosen from the research topics listed below – except that the topic must NOT be one that is given extensive treatment in the existing lectures prepared by the professor.

The Power Point Lecture should include approximately 30 slides and must be accompanied by a teaching manuscript. Footnotes are not necessary, but a bibliography must be included. This assignment will be graded on the quality of the research and the design of the Power Point lecture.

Each student who selects this option will be expected to teach this lecture in an appropriate setting – at church, in a Sunday School or Bible study, small group, or other formal teaching opportunity. The student will send an email to the professor with a report on the date of the presentation, the number in attendance, and an evaluation of the lecture.

The Power Point Lecture is **due November 13** (the same date as the Major Research Project). The maximum number of points available for the Lecture alone is 90 points. The email report on the Teaching Opportunity is **due December 11** (the same day of the Unit Six Exam).

You may choose a subject not on this list for your biography, but you must have prior approval from the professor. Send me your top three choices by email. **DUPLICATIONS ARE NOT ALLOWED.** First come; first served. Suggested subjects are:

**Topical Subjects**

- The Interaction of Greek Philosophy & Early Christian Thought
- The Jewish Revolt (including the destruction of Jerusalem & Masada)
- The Impact of Persecution & Martyrdom on the Expansion of the Early Church
- Early Christian Suffering & the Development of Superstitious Practices
- Voluntary Martyrdom in the Early Church
- Gnosticism & Its Contemporary Expressions
- Montanism & Its Later Expressions
- Monarchianism & Its Later Expressions
- The Canonization of the New Testament
- The Use of Creeds & Apostolic Succession in Establishing Christian Orthodoxy
- Worship in the Early Church & What We Can Learn from It
- The Constantinian Symbiosis & Its Impact on the Church
- The Christology of the Council of Chalcedon
- The Development of the Worship of Mary in the Early Church
- Augustine vs. Pelagius
- Augustine & the Just War Theory
- The Development of the Roman Papacy
- The Advance of Islam from 632 to 1095
- The Benedictine Rule & Its Impact on the Medieval Church
- The Great Missionary Monks through the Early Middle Ages

- The Rise & Impact of Feudalism on the Feudal Church
- The Rise & Impact of the Cluniac Reform
- The Causes, Events & Effects of the First Crusade
- The Rise & Fall of the Legendary Knights Templar
- Two Papal Crises: The Avignon Papacy & the Great Papal Schism
- The Contributions & Corruption of the Renaissance Popes
- The Inquisition
- Four Theories of the Atonement: Ransom, Satisfaction, Moral, & Penal Substitution
- A Comparison of Anselm's Ontological Argument & Aquinas' Cosmological Argument for the Existence of God
- An Evangelical Assessment of Roman Catholic Sacramentalism
- The Impact of the Northern Renaissance on the Reformers

### Biographical Subjects

Ignatius	Augustine	Gregory VII
Justin Martyr	Pelagius	Urban II
Irenaeus	Patrick of Ireland	Alexander III
Tertullian	Benedict of Nursia	Hildegard of Bingen
Clement of Alexandria	Gregory I the Great	Innocent III
Origen	Mohammed	Francis of Assisi
Cyprian	Boniface (Wynfrith)	Dominic de Guzman
Athanasius	Charlemagne	Catherine of Siena
Arius	Anselm of Bec	Thomas Aquinas
Constantine	Thomas Becket	Boniface VIII
Basil the Great	Peter Abelard	John Wycliffe
Macrina	Bernard of Clairvaux	John Hu
Jerome	Peter Lombard	
John Chrysostom	Leo IX	

**E. Interactive Discussions:** Each student will participate in five (5) threaded discussions, four of which will be graded. During the time of the unit containing the interactive discussion required, you will enter the discussion at least three times: once near the beginning of the unit and twice toward the end as you respond to your classmates' comments (see above for unit completion dates). Your initial comments express your opinion on the topic. You must then respond to at least two people in each one discussion. This means that for each discussion you will have a minimum of 3 entries.

You must submit your initial response to the question by the beginning of the second week of the unit. In this way, you will respond early enough in the unit to allow your classmates to learn from you. Generally, you should submit your replies to other students during the second week of the unit.

You will be graded on your contributions to the discussion **and** on your interaction with what other students have said. It is **EXTREMELY** important that students remember to use courtesy when critiquing the ideas of their fellow students. Speak truth, but only in love and let your conversations be characterized by grace. The first interactive discussion will not be graded. This

will allow you to become familiar with the program. The others are worth 15 points each. The graded discussions will be on the following topics:

**Unit 1** (not graded): Please describe yourself. Please include your educational background (where you went to school, major), current degree plan, desire for future ministry, and information about your family (married/children/unique experience growing up, etc.). Include only information that you feel comfortable sharing with the class.

**Unit 2** (graded): In many ways, the early church was strengthened by persecution, but it was also challenged in other ways. What effect would persecution of Christians have on the church in America?

**Unit 3** (graded): The legalization of Christianity and its union with the state had a tremendous impact on the church in the fourth century. What influence has it had church history since then? Has it had a positive or negative effect?

**Unit 4** (graded): During medieval times, pilgrimages and relics of the saints gained in popularity. In what ways did they aid Christian devotion and in what ways did they hinder it. Do you see the same influences today? What 'relics' do we have?

**Unit 5:** No Discussion Thread

**Unit 6** (graded): Evaluate the purposes and consequences of the Crusades. In your opinion, does the conflict between Christians and Muslims during the Crusades influence current hostilities in the Middle East?

## Penalties

- A. Tests:** Unit tests must be completed by midnight (Central Time) of the date of the unit completion. Exams may be taken prior to that date, but will not be available after the due date.
- B. Papers:** A late paper will be assessed an initial **10 point penalty**. For each calendar day after the due date an **additional 10 point penalty** will be assessed. Failure to post a public copy of your paper on Blackboard will result in a **5 point penalty**. Failure to post your paper in a .pdf format will result in a **5 point penalty**.
- C. Plagiarism:** A high standard of personal integrity is expected of all students at New Orleans Baptist Theological Seminary. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, and committing other such forms of dishonesty are strictly forbidden. Although anything cited in three sources is considered public domain, we require that all sources be cited. Any infraction may result in failing the assignment and the course. Any infraction will be reported to the Dean of Students for further action. **See the Graduate Catalog for more information on the Definition of Plagiarism and Consequences for Violations of Plagiarism.** For writing help, go to [www.nobts.edu/writing/default.html](http://www.nobts.edu/writing/default.html).

## Submission of Assignments

- A. Unit Tests and Reading Reports:** Unit tests and reading reports must be completed by midnight (Central Standard Time) of the date of the unit completion. Exams may be taken prior to that date, but will not be available after the due date.
- B. Book Review** should be posted as an attached file (not added in the text box) in the Assignment area.
- C. Research Papers** should be **posted twice**. First, submit it through SafeAssign in the Assignments area. You can check how well you have cited your research by first submitting a draft to SafeAssign. Secondly, submit your paper in the appropriate area in

Discussion Board. Attach your paper by clicking on the Browse button and finding the copy of your paper. Remember to click Submit or the paper will not post properly. This allows the rest of the class to read your paper and learn from your research. I want you all to be able to benefit from the others' research and writing. Your paper **must** be posted a .pdf document. Posting your paper in .pdf format preserves your margins and spacing. Failure to post your paper in a .pdf format will result in a **5 point penalty**.

Your Final Exam will be submitted in the Digital Drop Box, which you will find under Tools. When you submit your assignments, be sure to click the button that says **Send File**. If you click the other button, I will not receive it, and you will not receive credit.

### **Possible Points & Grading Scale**

<u>Possible Points</u>		<u>Grading Scale</u>
Reading:	30 pts	A = 385-415 pts.
Tests (5 x 25):	125 pts	B = 353-384 pts.
Movie Review:	30 pts	C = 320-352 pts.
Noll Review – First Draft:	10 pts	D = 290-319 pts.
Noll Review – Final Version:	60 pts	F = 289- ↓ pts.
Discussion Threads:	60 pts	
<u>Research Paper:</u>	<u>100 pts</u>	
Total Points:	415 pts	

### **Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### **Help for Writing Papers at “The Write Stuff”**

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

### **Emergency Plan**

In case of hurricane or any other emergency, go to the seminary web site for information: [www.nobts.edu](http://www.nobts.edu). The administration will communicate information that relates to the seminary: the nature of the emergency, instructions for responses, evacuation, contingency plans, duration of the emergency, and plans to return to campus and/or resume the schedule.

In addition, check Blackboard for instructions related to this class. Because this class is available on Blackboard, there should be minimal disruption unless the emergency affects electrical power and connection to the Internet. In any emergency, communication is

important, and our best means of staying connected is through the seminary's web site and Blackboard.

### READING SCHEDULE

**G** = Justo Gonzalez, *The Story of Christianity*, vol. 1.

**B** = Henry Bettenson, *Documents of the Christian Church*

**I** = Some primary sources will be accessed via Internet. The web addresses are listed in the "Reading Schedule Primary Sources on the Internet" below.

**NOTE:** Please note that the subjects do not always coincide exactly with the lecture notes. However, the reading assigned will generally cover the same subjects, but in a different order.

Unit	Subject	Reading
[1]	Approaches to History Greco-Roman World Context Growth During Persecution	<b>G:</b> Chapters 1-4 <b>G:</b> Chapters 5-6, 10, 12 <b>B:</b> 1-2, 3-5 (Tacitus, <i>Annales</i> 15.44; Correspondence of Pliny and Trajan) <b>I:</b> <i>Passion of Perpetua and Felicitas</i>
	Ante-Nicene Leaders & Literature	<b>G:</b> Chapters 7, 9 <b>B:</b> 9-13 ( <i>Martyrdom of Polycarp</i> ) <b>I:</b> Ignatius, <i>Letter to the Romans</i>
	Ante-Nicene Church Life	<b>G:</b> Chapter 11 <b>I:</b> Tertullian, <i>Apology</i> (Chapters 2, 50)
[2]	Heresies Schismatic Groups & Canon	<b>G:</b> Chapter 8 <b>G:</b> Chapter 16 <b>B:</b> 25-26, 31-32, 78-81 ( <i>The Apostle's Creed</i> ; <i>Muratorian Canon</i> ; Cyprian, <i>On the Unity of the Church</i> ) <b>I:</b> Athanasius, <i>Paschal Epistle</i>
	Establishment of Christianity Council of Nicea	<b>G:</b> Chapters 13-15 <b>G:</b> Chapters 17-18 <b>B:</b> 27-28, 36-42 (Creed of Nicea and Nicene Creed; Athanasius, <i>On the Incarnation</i> ; Heresies concerning the Person of Christ)
[3]	Constantinople to Chalcedon  Nicene & Post-Nicene Leaders Augustine of Hippo	<b>G:</b> Chapters 19-20 <b>B:</b> 52-57 (Eutychianism and Response) <b>G:</b> Chapters 21-23 <b>G:</b> Chapter 24 <b>I:</b> Augustine, <i>Confessions</i> (Book 8) <b>B:</b> 57-68 (Augustine vs. Pelagius)
	Post-Nicene Church Life	<b>G:</b> Chapters 25-26
[4]	Overview of Medieval Christianity Western Church to Charlemagne	<b>G:</b> Chapter 27 <b>B:</b> 127-41 ( <i>Rule of Benedict</i> )

Eastern [Orthodox] Church	<b>G:</b> Chapter 28
Rise of Islam	<b>I:</b> Sura 2:105-140
Holy Roman Empire & Feudalism	<b>G:</b> Chapter 29
[5] Monastic Reform	<b>G:</b> Chapter 30
Papacy through Urban II	
Crusades	<b>G:</b> Chapter 31
Waning of Papal Supremacy	<b>G:</b> Chapter 33
	<b>B:</b> 123-27 (Innocent III & Boniface VIII)
[6] Mendicant Orders	<b>G:</b> Chapter 32
	<b>B:</b> 141-46 ( <i>Rule of Francis of Assisi</i> )
Scholasticism	<b>B:</b> 151-66 (Anselm, The Ontological Argument from <i>Proslogion</i> ; <i>Cur Deus Homo?</i> ; Thomas Aquinas, <i>Summa Theologica</i> )
Roman Catholic Sacraments	
Stirring of Reform	<b>G:</b> Chapter 34
	<b>B:</b> 191-98 (John Wycliffe & the Lollards)
Renaissance and Humanism	<b>G:</b> Chapter 35-37
	<b>I:</b> Thomas à Kempis, <i>The Imitation of Christ</i> (Book 1, Chapter 1)

## **READING SCHEDULE PRIMARY SOURCES ON THE INTERNET**

### **UNIT ONE**

Ignatius, Letter to the Romans

<http://www.ccel.org/ccel/schaff/anf01.v.v.html>

Passion of Perpetua and Felicitas

<http://www.ccel.org/ccel/schaff/anf03.vi.vi.i.html>

Tertullian, Apology (Chapters 2, 50)

<http://www.earlychristianwritings.com/text/tertullian01.html>

### **UNIT TWO**

Athanasius, Paschal Epistle

<http://www.ccel.org/ccel/schaff/npnf204.xxv.iii.iii.xxv.html>

### **UNIT THREE**

Augustine, Confessions (Book 8)

<http://www.ccel.org/ccel/augustine/confessions.xi.html>

### **UNIT FOUR**

<http://www.hti.umich.edu/cgi/k/koran/koran-idx?type=DIV0&byte=1320>

Read verses 2.105-140, which includes the Qur'an's statements on Christians.

### **UNIT SIX**

Thomas à Kempis, *The Imitation of Christ* (Book 1, Chapter 1)

<http://www.leaderu.com/cyber/books/imitation/imb1c01-10.html#RTFToC13>

## Early – Medieval Beginning Bibliography

### General Church History

Baker, Robert A. and John M. Landers. *A Summary of Christian History*. 3d ed. Nashville: Broadman & Holman Academic, 2005.

Brown, Harold O. J. *Heresies: Heresy and Orthodoxy in the History of the Church*. Peabody, MA: Hendrickson, 1998.

*The Cambridge History of Christianity*. New York: Cambridge University Press, 2005.

Cross, Frank and E. Livingstone. *Oxford Dictionary of the Christian Church*. 3d ed. Oxford University Press, 2005.

Davidson, Ivor. *The Birth of the Church: From Jesus to Constantine, AD 30-312*. 2004.

\_\_\_\_\_. *A Public Faith: From Constantine to the Medieval World, AD 312-600*. 2005.

Duffy, Eamon. *Saints and Sinners: A History of the Popes*. 2d ed. New Haven: Yale University Press, 2001.

Ferguson, Everett. *Church History*. 2 volumes. Zondervan, 2005-2006.

Gonzalez, Justo. *A History of Christian Thought*. 3 volumes.

Heinze, Rudolph. *Reform and Conflict: From the Medieval World to the Wars of Religion, AD 1350-1648*. 2005.

Latourette, Kenneth Scott. *A History of Christianity*. 2 volumes.

Leith, John H., ed. *Creeds of the Churches: A Reader in Christian Doctrine From the Bible to the Present*. 3d ed. Louisville: John Knox Press, 1982.

*Library of Christian Classics*. Edited by John Baillie, John T. McNeill, and Henry P. Van Dusen. Philadelphia: Westminster, 1950s.

Neill, Stephen. *A History of Christian Missions*. 2d ed. Penguin, 1991.

Olson, Roger. *The Story of Christian Theology*. InterVarsity Press, 1999.

Pearse, Meic. *The Age of Reason: From the Wars of Religion to the French Revolution, 1570-1789*. 2006.

Pelikan, Jaroslav. *The Christian Tradition: A History of the Development of Doctrine*. 5 volumes. Chicago: University of Chicago Press, 1971-1989.

Walker, Williston, et al. *A History of the Christian Church*, 4<sup>th</sup> ed. Scribner's, 1985.

### Early Church

Brown, Peter. *The Rise of Western Christendom: Triumph and Diversity, AD 200-1000*. 2d ed. Blackwell, 2002.

Chadwick, Henry. *The Church in Ancient Society*. Oxford: Oxford University Press, 2002.

\_\_\_\_\_. *The Early Church*. Baltimore: Penguin Books, 1967.

Di Berardino, Angelo, ed. *Encyclopedia of the Early Church*. 2 volumes. Oxford University Press, 1992.

Drobner, Hubertus. *The Fathers of the Church*. Peabody, MA: Hendrickson, 2005.

*Encyclopedia of Early Christianity*. Edited by Everett Ferguson, Michael P. McHugh, & Frederick W. Norris, eds. 2d ed. Garland, 1997.

Eusebius. *Ecclesiastical History*. Hendrickson Publishers Edition. Translated by C. F. Cruse. Peabody, MA: Hendrickson Publishers, 1998.

Frend, W. H. C. *The Rise of Christianity*. Philadelphia: Fortress Press, 1986.

Holmes, Michael. *The Apostolic Fathers: Greek Texts and English Translations*. 3d ed. Grand Rapids: Baker Academic, 2007.

\_\_\_\_\_. *The Apostolic Fathers in English*. 3d ed. Grand Rapids: Baker Academic, 2006.

Jefford, Clayton. *Reading the Apostolic Fathers*. Peabody, MA: Hendrickson, 1996.

Kelly, Joseph Norman Davidson. *Early Christian Doctrines*. Revised ed. NY: HarperCollins, 1978. Reprint ed. Peabody, MA: Prince Press, 2004.

McKechnie, Paul. *The First Christian Centuries*. InterVarsity Press, 2002.

Wilken, Robert L. *The Spirit of Early Christian Thought: Seeking the Face of God*. New Haven: Yale University Press, 2003.

### Medieval Christianity

Brown, Peter. *The Rise of Western Christendom: Triumph and Diversity, AD 200-1000*. 2d ed. , 2002.

Davidson, Ivor. *A Public Faith: From Constantine to the Medieval World, AD 312-600*. Oxford, England: Monarch Books, 2005.

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**Embedded Assignment Assessment Rubric for  
HIST5300 History of Christianity: Early-Medieval**

Semester \_\_\_\_\_

Section \_\_\_\_\_

DOMAIN	LEVEL	INADEQUATE (0 PTS)	BASIC (1 PT)	COMPETENT (2 PTS)	GOOD (3 PTS)	EXCELLENT (4 PTS)
UNDERSTANDING	Able to <b>Understand</b> significant individuals, movements, institutions, and theological concepts in the history of Christianity					
APPLICATION	Able to <b>apply</b> principles learned from the study of the history of Christianity to church and ministry today					
COMMUNICATION	Able to <b>communicate</b> understanding and application of principles learned from the study of the history of Christianity					