



**HIST 5300 HISTORY OF CHRISTIANITY: EARLY- MEDIEVAL  
INTERNET  
FALL 2019**

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**Office:** I am currently a field employee  
Of the International Mission Board,  
So Am Only Accessible Online

One of the reasons I love teaching is the opportunity to relate to students. We cannot meet in a classroom, but I am always accessible through email. Please feel free to email me at any time. I am on the other side of the world than most of you, but that actually helps our communications—when you have problems with an internet exam at 11:00 PM CST, I'm just finishing my morning coffee and can see how I can help! 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. However, always refer to the Syllabus as the final authority.

The reading schedule is listed at the bottom of this syllabus so that, once students have secured the textbooks, they can begin reading their assignments.

### I. 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.

### II. Core Values Focus

Each academic year, a core value is emphasized. This academic year, the core value is *Spiritual Vitality* – “*We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.*”

### III. Curriculum Competencies Addressed

The Seminary has seven key competencies in its academic program. They are: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The key competency addressed in this course is Christian Theological Heritage

#### IV. 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.

#### V. Student Learning Outcomes:

- The student demonstrates an understanding of significant individuals, movements, institutions, and theological concepts in the history of Christianity.
- The student demonstrates an ability to apply principles learned from the study of the history of Christianity to church and ministry today.
- The student demonstrates an ability to communicate understanding and application of principles learned from the study of the history of Christianity.

#### VI. Required Texts:

There are three required textbooks for this class:

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

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

Mark A. Noll, *Turning Points: Decisive Moments in the History of Christianity*. 3d ed. (Grand Rapids, Mich.: Baker Academic, 2012).

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

#### VII. Requirements:

- A. *Tests:* There will be six (6) tests, each worth 25 points, given throughout the semester. The lowest test grade will be dropped. Tests will be available throughout the course and must be completed by midnight on the last day of the unit. Each test will last 20 minutes and be timed. Exams should be taken without notes in front of you. Please study for the test, then take it “open memory.” You are on the honor system. The final day by which unit requirements must be completed is as follows:

**Unit 1: September 16**  
**Unit 2: September 30**  
**Unit 3: October 21**  
**Unit 4: November 4**  
**Unit 5: November 18**  
**Unit 6: December 9**

- 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 **December 9**. 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 insure 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. This assignment is informal and intended to be a fun way for you to learn. You may use first person. The review should be 3-4 pages, single-spaced, and is worth 30 points. The movie review is due **September 23**.

- 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 October 28**.

*Application point*: After writing a conclusion to your research paper or Power Point lecture, each student will add at least one application point learned from the subject of the research project, whether it is a person or a topic. This application point might be a sermon illustration, an application to your ministry, or a lesson learned for your personal life.

RESEARCH PAPERS – The Research Paper will be ten to twelve 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 ten resources (Textbooks, reference books, and the Internet are allowed, but you must consult a minimum of six 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 6<sup>th</sup> or 7<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 historical 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. Include at least one application point. (20 points)

Suggested subjects are:

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

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.

POWER POINT LECTURES & TEACHING OPPORTUNITIES – The student may choose to prepare a Power Point Lecture on a topic chosen from the research topics listed above – 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 on the same date as the Major Research Project, and the maximum number of points available for the Lecture alone is 90 points. The email report on the Teaching Opportunity is due by the same day of the Unit Six Exam.

- E. *Book Review Part One – First Draft*: Each student will write a first draft of the 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 Write Stuff, the**

**NOBTS Writing Center. Students must also upload a copy of the Writing Center receipt or the marked draft received back from the Writing Center 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 to the Writing Center by November 11; the posting of the rec.**

**Ten points will be deducted from your grade if you do not show proof that you submitted your First Draft to the Writing Center.**

F. *Book Review Part Two – Final Version:* Each student will write a book review of Mark Noll, *Turning Points*. The review should be between six to eight 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;
- (3) a two to three page summary of the contents of the book, with a view to the significant individuals, movements, institutions, and doctrines in the history of Christianity;
- (4) a discussion of principles learned from the history of Christianity in this book;
- (5) an evaluation of the impact of this book and the study of Christian history on the student's life and ministry.

All quotations and direct references to sections in the book should be indicated by page numbers within parentheses. Citations or paraphrases from other sources should be noted and documented using either footnotes or endnotes. **Final Version is due on December 2.**

**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.**

G. *Interactive Discussions:* Each student will participate in the Discussion Board in each of the six units. You will consider the lessons that you learn during each unit and compose an application point – a sermon illustration, an application to your ministry, or a lesson learned for your personal life.

After studying all assigned reading, lecture material, and bonus features in each unit, open the discussion board forum and create your own thread. Your thread should be 150-300 words. Based on your study of each unit, provide the class with ONE of the following:

- 1) A sermon illustration or teaching point that you learned from this period of church history. How could you use specific stories or examples from this unit in your preaching/teaching?
- 2) An insight learned from this period that you plan to apply in your ministry, now or in the future. How can events from this unit teach us to serve better?
- 3) An experience from this period that is inspiring to your personal devotion to Christ.

How has studying this unit impacted your personal Christian life?

Each graded Discussion Thread is worth 15 points. During Unit One, you also are asked to post an Introduction.

#### VIII. Penalties:

*Unit Exams & Reading Reports:* Unit Exams and Reading Reports must be submitted by the date of the unit completion. **One unit exam grade will be dropped.**

*Interactive Discussions:* Failure to participate adequately in the threaded discussions and to do so in a timely manner will affect the amount of points awarded.

*Tardiness:* A late written assignment will be assessed a **10 percent penalty if it is submitted after the deadline and a 20 percent penalty after five days. No assignment will be accepted after one week past the deadline.**

*Posting your Major Research Project to the Discussion Board:* Failure to do so will result in a 5-point deduction.

*Plagiarism:* **New Orleans Baptist Seminary maintains high academic standards and is not tolerant of plagiarism. If you copy another author's work and present it as your own, you will be caught, and the penalty could be failure on that assignment or the course or expulsion from the Seminary.**

*First Draft of the Book Review:* Ten points will be deducted if you do not show proof that you submitted your First Draft to the Writing Center.

#### IX. Submission of Assignments

1. The Unit Exams, Reading Reports, and Discussion Threads will be conducted on Blackboard. Unit Tests and Reading Reports are under Course Documents and under each respective unit. Go to the Discussion Board to add your Application Points.
2. You will submit the Major Research Project under Assignments and on the Discussion Board. Attach your paper by clicking on the Browse button. The reasons for submitting your paper both ways are: 1) for ease in grading; and 2) to make it available to the other students. I want every student to be able to benefit from each other's research and writing.
3. You will submit your Book Review twice. First, under Assignments, post either a receipt from the Writing Center or the marked copy returned to you from the Writing Center.

Second, you will submit your corrected Final Version of the Book Review under Assignments.

4. Please do not send your assignments to me as email attachments unless I request you to do so or unless there is a compelling reason. You may send me an email announcing

that you have submitted an assignment, but, if you follow the correct procedures, I will find it. I enjoy hearing from my students, but my Inbox fills up pretty quickly with attachments, and then I have to shift them over to the proper location.

X. Possible Points & Grading Scale:

<u>Possible Points</u>	<u>Grading Scale</u>
Reading: 30 pts.	A = 405-435 pts.
Tests (5 x 25): 125 pts.	B = 370-404 pts.
Movie Review: 30 pts.	C = 335-369 pts.
Research Project: 100 pts.	D = 260-334 pts.
Book Review: 60 pts.	F = 259 - ↓ pts.
<u>Discussion Threads: 90 pts.</u>	
435 pts.	

XI. Need technical assistance? Contact the ITC today!

**Selfserve@nobts.edu** - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

**BlackboardHelpDesk@nobts.edu** - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

**ITCSupport@nobts.edu** - Email for general technical questions/support requests.

**504.816.8180** - Call for any technical questions/support requests.

**www.NOBTS.edu/itc/** - General NOBTS technical help information is provided on this website.

XII. 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.

Also, 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] Gonzalez, Justo L. *The Story of Christianity*.

[B] Bettenson, Henry and Chris Maunder. *Documents of the Christian Church*.

[II] Some primary sources will be accessed via Internet. The web addresses are listed in a separate file.

Unit	Subject	Reading
[1]	Context	<b>G:</b> Introduction & chapters 2-4
	Persecution & Martyrdom	<b>G:</b> Chapters 5-6, 10 & 12 <b>B:</b> Tacitus, <i>Annales</i> 15.44; Correspondence of Pliny and Trajan <b>I:</b> Ignatius, Letter to the Romans <b>B:</b> <i>Martyrdom of Polycarp</i> <b>I:</b> <i>Passion of Perpetua and Felicitas</i>
	Ante-Nicene Leaders & Church	<b>G:</b> Chapters 7, 9 & 11 <b>I:</b> Tertullian, <i>Apology</i> (Chapters 2, 20) <b>B:</b> Cyprian, <i>On the Unity of the Church</i>
	Test #1	
[2]	Heresies	<b>G:</b> Chapter 8 <b>B:</b> The Apostle's Creed; Muratorian Canon <b>I:</b> Athanasius, Paschal Epistle
	Church & State Council of Nicea	<b>G:</b> Chapters 13-18 <b>B:</b> Heresies concerning the Person of Christ <b>B:</b> Creed of Nicea and Nicene Creed; Athanasius, <i>On the Incarnation</i>
	Test #2	

[3]	Councils 2-4 Nicene & Post-Nicene Leaders	<b>G:</b> Chapters 19-23 <b>B:</b> Eutychianism
	Augustine of Hippo Post-Nicene Church	<b>G:</b> Chapters 24-26 <b>I:</b> Augustine, <i>Confessions</i> (Book 8) <b>B:</b> Augustine vs. Pelagius
	Test #3	
[4]	Overview of Medieval Christianity Western & Eastern Churches	<b>G:</b> Chapters 27-28 <b>B:</b> Rule of Benedict
	Rise of Islam Medieval Politics	<b>G:</b> Chapter 29 <b>I:</b> Excerpt from Qur'an
	Test #4	
[5]	Monastic Reform Papacy through Gregory VII	<b>G:</b> Chapter 30
	Crusades Papacy: Zenith to Decline	<b>G:</b> Chapters 31-32 <b>B:</b> Pope & Imperial Elections; Bull "Clericis Laicos"; Bull "Unam Sanctam"
	Test #5	
[6]	Monastic Developments Scholasticism Sacraments	<b>G:</b> Chapter 33 <b>B:</b> Rule of Francis of Assisi  <b>B:</b> Anselm, The Ontological Argument from <i>Proslogion</i> ; <i>Cur Deus Homo?</i>  <b>B:</b> Thomas Aquinas, <i>Summa Theologica</i>
	Renaissance & Humanism Dawn of the Reformation	<b>G:</b> Chapters 34-35  <b>I:</b> Thomas à Kempis, <i>The Imitation of Christ</i> (Book 1, Chapter 1)
	Test #6	

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

**UNIT ONE**

Ignatius, Letter to the Romans

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

Tertullian, Apology (Chapters 2, 50)

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

Passion of Perpetua and Felicitas

<https://sourcebooks.fordham.edu/source/perpetua.asp>

**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 FIVE**

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

You are responsible only to read verses 2.105-140, which include what the Qur'an says about Christians.

**UNIT SIX**

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

<http://www.leaderu.com/cyber/books/imitation/imb1c01-10.html#RTFTtoC13>

## BIBLIOGRAPHY

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Baker History of the Church.

Davidson, Ivor. *The Birth of the Church: From Jesus to Constantine, AD 30-312*. 2004.  
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Heinze, Rudolph. *Reform and Conflict: From the Medieval World to the Wars of Religion, AD 1350-1648*. 2005.

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

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

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

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

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

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## Early Church

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

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## Medieval Christianity

*Early Medieval Christianity, c. 600-c. 1100*. Edited by Thomas F.X. Noble & Julia M.H. Smith. Cambridge History of Christianity. New York: Cambridge University Press, 2008.

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Morris, Colin. *The Papal Monarchy: The Western Church from 1050 to 1250*. Oxford History of the Christian Church. New York: Oxford University Press, 1991.

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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					