



NEW ORLEANS
BAPTIST THEOLOGICAL SEMINARY

HIST 5300 History of Christianity 1: Early to Medieval

New Orleans Baptist Theological Seminary
Theological and Historical Studies Division
Fall 2020

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Grader:

Classes Meet
August 24-Dec 17

The Mission of the Seminary

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is **Mission Focus**: We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.

Curriculum Competencies

The seminary has seven curriculum competencies: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course addresses Christian Theological Heritage.

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 study of significant ideas, individuals, movements, institutions, and crisis in the story of Christianity prior to the Protestant Reformation.

Student Learning Objectives

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

Required Resources

There are two (3) required books for this class.

[BE] Bettenson, Henry and Christ Maunder, eds. *Documents of the Christian Church*. 4th ed. New York: Oxford University Press, 2011. **ISBN-13:** 9780199568987 **ISBN-10:** 0199568987. This book will serve for HIST5201 Reformation to Modern as well.

[G] Gonzalez, Justo L. *The Story of Christianity*, Vol 1: The Early church to the Dawn of the Reformation. 2nd ed. San Francisco: Harper & Row, 2010. **ISBN-13:** [9780061855887](#) **ISBN-10:** [006185588X](#) If you decide to purchase another edition, you will need to follow the chapter outlines from the 2nd edition.

[N] Noll, Mark A. *Turning Points: Decisive Moments in the History of Christianity*. 3rd ed. Grand Rapids, MI: Baker Academic, 2012. **ISBN-13:** 9780801039966 **ISBN-10:** 0801039967

Supplemental Resources

Bauman, Michael and Martin I. Klauber. *Historians of the Christian Tradition: Their Methodology and Influence On Western Thought*. Nashville, TN: Broadman & Holman, 1995. ISBN 0-8054-1160-7.

Course Requirements

Professor reserves the right to make changes to the requirements as needed.

1. **Embedded Assignment: This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to this rubric.** Read Noll, *Turning Points: Decisive Moments in the History of Christianity*. 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:
 - a. a bibliographical entry at the top of the first text page of the review;
 - b. a brief biographical sketch of the author;

- c. 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;
- d. a discussion of principles learned from the history of Christianity in this book
- e. an evaluation of the impact of this book and the study of Christian history on the student's life and ministry.
- f. 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.

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 Understand significant individuals, movements, institutions, and theological concepts in the history of Christianity | | | | | |
| APPLICATION | Able to apply principles learned from the study of the history of Christianity to church and ministry today | | | | | |
| COMMUNICATION | Able to communicate | | | | | |

| | | | | | |
|--|---|--|--|--|--|
| | understanding and application of principles learned from the study of the history of Christianity | | | | |
|--|---|--|--|--|--|

2. *Class Participation/Professor Access:* This is strictly an online course. However, I will be available on each Sunday from 4pm-6pm. During this time we will have an opportunity to share praise and prayer request and I will review the course topics indicated in the syllabus [this should help with test preparation] as well as to answer any general questions you might have. Remember attendance for the web meeting is not mandatory.

3. *Written Assignments:* Remember all assignments are due on or before midnight of the due date.

- a. *Integration with life and ministry Paper* – This assignment answers the question, “How relevant is this course to my ministry?” Write a 950 word essay on the following topic: Why is the study of Church history important in my life and ministry? Identify at on how this course expanded your knowledge and skills in the area of study and how you were able to apply them in the context of your life and ministry. Reflect the notes shared in the class.
- b. *Journal Article Critique:* The purpose of this particular assignment is to (1) equip you to read and critically evaluate master level works and integrate your learning to your ministry, (2) expose you to specific areas in historical studies, historiography, founders, and heroes of the faith and (3) prepare you for work essential for advanced studies. Students must complete 3 JACs. Professor must approve the JAC Topic. All quotations and direct references to sections in the journal should be indicated by page numbers within parentheses. Citations or paraphrases from other sources should be noted and documented using either footnotes or endnotes.
 - i. Where do I find the articles? To complete each Journal Article Critique (JAC), students will find a peer-reviewed, scholarly journal article on a topic covered in the course and write a two-page, double-spaced critique that adheres to Turabian style.
 1. NOBTS
 2. Academics & Admission
 3. Libraries
 4. E-Journal (EBSCOhost) The librarian has the
 5. You can access articles through ebscohost [the librarian will have the access code for you]. Once you land on the search page

6. Select all
 7. Go down to “Limit your results” and check “Linked Full Text,” “Scholarly (Peer Reviewed) Journals.”
- ii. Required format. Critiques must also contain a cover page and four subheadings:
1. Introduction (answer the question, “Why is this author qualified to write in this area?”)
 2. Summary (answer the question, “What is the author’s thesis, and how does s/he develop his argument? Be very concise.
 3. Critical Evaluation (Identify at least 3 specific strengths and/or weaknesses in the essay. For instance, Was the author historically factual?; Did the author effectively support the thesis?; Have others, e.g., your textbook author, agreed or disagreed with the thesis?
 4. Conclusion. Perhaps 2 or 3 sentences answering the question, “Why and to whom would you recommend this essay (scholars, students, or general public)?
- i. Required JAC Topics:
1. *JAC1* – Historiography – Define historiography and read an article on the contribution to historical writing by any of the following historians: John Fox, F.C. Baur, Jean Henri Merle d’Aubigné, William Cunningham, Philip Schaff, Adolf von Harnack, Kenneth Scott Latourette, Williston Walker, William W. Sweet, Roland Bainton, Haroslav Pelikan [You may want to consult, Michael Bauman and Martin I. Klauber, *Historians of the Christian Tradition: Their Methodology and Influence on Western Thought* Nashville, TN: B&H, 1995)
 - ii. *JAC2* - The historical problem with Christ - read an article on any of seven ecumenical councils dealing with the divinity/humanity of Jesus Christ.
 - iii. *JAC3* – Martyrs, Activities, and Heroes of the faith. Read an article on any of the heroes of our faith up to but not including the Reformation. What contribution did this martyr, activist, or hero make to history and, in particular, to your worldview?
- c. *Researched Presentation:* The purpose of this exercise is to assist you to become familiar with a significant historical event or person and how the event/person impacts your life and ministry and then allow you to use your creativity to share your findings with an audience.
- i. Identify the audience to whom you are making the presentation, e.g., youth, young adults, senior adults, affinity group, church body, and etc.
 - ii. Pick a significant event or person.
 - iii. Prepare a 30 minute presentation on the person or event. The presentations must be substantive and reflect critical thinking. They cannot

be simply a download of content or boring. Use your creativity, think about your audience. My hope is that you can use this presentation in your ministry setting.

- iv. Suggested topics: The professor must approve the topic:
1. What should we do when they hate us? Study the ten (10) persecutions of the Christian church from Nero (64-68 AD) to Diocletian and Galerius (303-324 AD), look for patterns and trends in regard to reasons for the persecution, extent of the persecution, as well as Christian responses and its effect of society and the church. Look for current world patterns or trends and forecast the future of Christianity in North America. See <http://www.religionfacts.com/christianity/history/persecution.htm> for good beginning
 2. Who in their right mind takes a vow of poverty, obedience, and chastity in the name of Jesus? Study and provide an evaluation of the monastic movement of the western church [see https://en.wikipedia.org/wiki/Christian_monasticism and <http://www.relevantmagazine.com/god/church/features/21029-the-new-monastics> for a good beginning]. Look for current monastic patterns or trends and rationales for monastic life in the post-modern world. Visit and interview Ignatius House, Jesuit Retreat Center, 6700 Riverside Dr. NW, Atlanta, GA 30328
 3. What were the crusades all about? Study the nine (9) crusades (good beginning point might be <http://www.middle-ages.org.uk/the-crusades.htm>). What can we learn from the crusades that will be helpful in our conversations with Muslims and others who have a different worldview about the crusades?
 1. What is a heresy and how would I recognize it? Study the ancient heresies and develop a definition and characteristics of a heresy. As a part of your presentation, cover the ancient heresies and then identify what you consider are the modern heresies (a good beginning https://en.wikipedia.org/wiki/Heresy_in_Christianity
 2. Why do churches divide? Beginning with the division between East and West: The Great Schism (1054) (see Noll, Mark A. *Turning Points: Decisive Moments in the History of Christianity*. Grand Rapids: MI, 2000) Discuss the elements of the division, the leadership, and mechanism of control which created the Orthodox Church. What trends and patterns do you see occurring today in your particular denomination that should worry Christians? You might want to read https://en.wikipedia.org/wiki/East-West_Schism and <http://orthodoxinfo.com/general/greatschism.aspx> as a beginning.

3. A topic of your choosing (you must have the professor's approval).

4. *Unit Quizzes*: The purpose of this assignment is to measure your cognitive knowledge of the materials covered. There will be section tests given throughout the semester. Tests will be available throughout the course and must be completed on or before class period of the date due. 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. Tests must be completed on or before the class meets on the due date.

VIII. Possible Points & Grading Scale:

| | |
|---------------------------------|-------------|
| Embedded Assignment | 15% |
| Quizzes | 50% |
| <i>Researched Presentation:</i> | 15% |
| Interactive Essay | 10% |
| Journal Article Critiques | 10% |
| Total | 100% |

Grading Scale:

| | | | | | |
|-------------------|---------|--------|--------|--------|-----------|
| Grade | A | B | C | D | F |
| Percentage | 93-100% | 85-92% | 77-84% | 70-76% | Below 70% |

Course Teaching Methodology

A Note about Web-Based Learning

Web-based courses are, by nature, a different kind of learning experience than courses based in the traditional classroom. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy. Hybrid courses allow room for independent learners to thrive—to work at your own pace, to engage in student-led discussions, and to take ownership of the course content. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom settings. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. Note that your professor is praying for your success.

Course Policies:

1. *No Late Assignments Accepted:* No late assignments and/or tests will be accepted. The instructor may consider exceptions in cases of emergency or other extenuating circumstances. No extra points will be awarded for early submission. If no date is given then the assignment is due on the last day of class.
2. *Professor Availability and Feedback:* The professor will answer most emails within 24-48 hours.
3. **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

Emergency Plan

In the event of a hurricane or other emergency, go to the seminary web site for information: www.nobts.edu Also, students should use Blackboard to follow any announcements that may be posted. Students should ensure their current email address is updated on Blackboard.

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.

Course Schedule: The professor has the right to amend this syllabus at his discretion.

Classes Meet: Online

Note on Unit Test: Unit test will be based upon the topics covered in Gonzalez as well as notes provided by the professor in the previous week. For instance, Unit 1 test will cover [G] Chp 1-3 and the Introductory notes the professor has provided; Unit 5 Test will cover [G] Chp 13-15.

| | Date | Topic | Assignments Due |
|-------------|-----------|---|-----------------|
| Week | | | |
| 1 | Aug 24-30 | Aug 30: 4-6pm Bluejeans available Introduction to course/Historiography The church growing | [G] Chp1-3 |

| | | | |
|-------------------------------------|----------------|---|---|
| | | | |
| 2 | Aug 31 – Sep 6 | Sep 6: 4-6pm Bluejeans available | [G] Chp 4-6 Unit 1 Test |
| 3 | Sep 7-13 | Sep 13: 4-6pm Bluejeans available | [G] Chp 7-9 JAC 1 Due Unit 2 Test |
| 4 | Sep 14-20 | Sep 20: 4-6pm Bluejeans available Unit 2 | [G] Chp10-12 Unit 3 Test |
| 5 | Sep 21-27 | Sep 27: 4-6pm Bluejeans available | JAC 2 Due [G] Chp 13-15 Unit 4 Test |
| 6 | Sep 28-Oct 4 | Oct 4: 4-6pm Bluejeans available Unit 3 | [G] Chp 16-18 Unit 5 Test |
| 7 | Oct 5-Oct 11 | Oct 11: 4-6pm Bluejeans available | [G] Chp 19-21 Unit 6 Test |
| Fall Break October 15-19 No Classes | | | |
| 8 | Oct 26-Nov 1 | Nov 1: 4-6pm Bluejeans available Unit 4 | [G] Chp 22-25 Embedded Assignment Due Unit 7 Test |
| 9 | Nov 2-Nov 8 | Nov 8: 4-6pm Bluejeans available | [G] Chp 26-28 Unit 8 Test |
| 10 | Nov 9-Nov 15 | Nov 15: 4-6pm Bluejeans available Unit 5 | [G] Chp 29-31 JAC 3 Due Unit 9 Test |
| 11 | Nov 16-Nov 22 | Nov 22: 4-6pm Bluejeans available | [G] Chp 32-34 Unit 10 Test |
| Thanksgiving Break Nov 23-Nov 27 | | | |
| 12 | Nov 30-Dec 6 | Dec 6: 4-6pm Bluejeans available Unit 6 | Integration with your life and ministry paper due. [G] Chp 35-36 Unit 11 Test |
| 13 | Dec 7-Dec 13 | Dec 13: 4-6pm Bluejeans available | Unit 12 Test |
| 14 | Dec 14-Dec 17 | Dec 17: 4-6pm Bluejeans available | |

Selected Bibliography

- Baker, Robert A. *A Summary of Christian History*. Revised by John M. Landers. Nashville: Broadman & Holman Publishers, 1994.
- Boer, Harry R. *A Short History of the Early Church*. Grand Rapids: William B. Eerdmans Publishing Company, 1976
- Brown, Harold O. J. *Heresies: The Image of Christ in the Mirror of Heresy and Orthodoxy from the Apostles to the Present*. Grand Rapids: Baker Book House, 1984.
- Brown, Peter. *The Rise of Western Christendom*. New York: Blackwell, 1996.
- Davis, Leo Donald. *The First Seven Ecumenical Councils (325-787): Their History and Theology*. Theology and Life Series 21.
- Douglas, J. D., ed. *The New International Dictionary of the Christian Church*. Grand Rapids: Zondervan Publishing House, 1978.
- Erickson, Millard J. *Christian Theology*, 2nd edition. Grand Rapids, MI: Baker Books, 1998.
- Gonzalez, Justo. *A History of Christian Thought: From the Beginnings to the Council of Chalcedon*. Nashville: Abingdon, revised edition 1988.
- Gonzalez, Justo. *A History of Christian Thought: From Augustine to the Eve of the Reformation*. Nashville: Abingdon, revised edition 1988.
- Gonzalez, Justo. *A History of Christian Thought: From the Protestant Reformation to the Twentieth Century*. Nashville: Abingdon, revised edition 1988.
- Hinson, Glenn. *Understandings of the Church*. Minneapolis: Fortress Press, 1986 (reprint edition from Wipf and Stock).
- Kelly, Joseph F. *World of the Early Christians*. Collegeville: The Liturgical Press, 1997
- Kelly, J. N. D. *Early Christian Doctrines*, revised edition. New York: HarperSanFrancisco, 1978.
- Lightfoot, J. B. and Harmer, J. R., revised by Holmes, Michael W. *The Apostolic Fathers: Greek Texts and English Translations of Their Writings*. 2nd edition. Grand Rapids: Baker Book House, 1992.
- Longenecker, Richard N., editor. *Community Formation in the Early Church and in the Church Today*. Peabody, MA: Hendrickson, 2002.

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

Shelley, Bruce L. *Church History in Plain Language*. Updated 2nd edition. Dallas: Word Publishing, 1995.

Online Resources

Two Comprehensive Web Sites

[The ECOLE Initiative](http://www2.evansville.edu/ecoleweb/)

<http://www2.evansville.edu/ecoleweb/>

The Early Church On-Line Encyclopedia (ECOLE) initiative is a cooperative effort on the part of scholars across the Internet to establish a hypertext encyclopedia of early Church history (to the Reformation) on the World Wide Web. In addition to the articles on specific topics, there is much other relevant information including a chronology, glossary and links to other World-Wide Web resources. An excellent place to begin research on the early church on the Internet.

[ORB: The On-line Reference Book for Medieval Studies](http://www.the-orb.net/)

<http://www.the-orb.net/>

“ORB is an academic site, written and maintained by medieval scholars for the benefit of their fellow instructors and serious students. All articles have been judged by at least two peer reviewers” (from the website). Includes an encyclopedia, archive, resources for teaching, items of particular interest to nonspecialists, and links. Users of this guide may find the section in the encyclopedia on “Late Antiquity in the Mediterranean”

(<http://www.nipissingu.ca/departement/history/MUHLBERGER/ORB/LT-ATEST.HTM>) of particular use.

Course Supplements

[Byzantium: Byzantine Studies on the Internet](http://www.fordham.edu/halsall/byzantium/)

<http://www.fordham.edu/halsall/byzantium/>

Edited by Paul Halsall (Fordham University), this is a course supplement for Byzantine Studies including an archive of articles, a gallery of Byzantine icons, and links to other sites.

[Worlds of Late Antiquity](http://ccat.sas.upenn.edu/jod/wola.html)

<http://ccat.sas.upenn.edu/jod/wola.html>

A very fine website by James O'Donnell, which houses his pages on Augustine, Cassiodorus, and more.

Translations Online

[Guide to Early Church Documents](http://www.iclnet.org/pub/resources/christian-history.html)

<http://www.iclnet.org/pub/resources/christian-history.html>

“This hypertext document contains pointers to Internet-accessible files relating to the early church, including canonical documents, creeds, the writings of the Apostolic Fathers and other historical texts relevant to church history.” Also contains secondary literature.

[Early Church Fathers](http://www.ccel.org/fathers2/)

<http://www.ccel.org/fathers2/>

Venerable English translations from the 38-volume collection divided into three series: Ante-Nicene (ANF), Nicene and Post-Nicene Series I (NPNF1), and Nicene and Post-Nicene Series II (NPNF2), courtesy of Wheaton College. The site **[New Advent: Fathers of the Church](http://www.newadvent.org/fathers/)** (<http://www.newadvent.org/fathers/>) is similar and draws on the same translations.