

****DRAFT SYLLABUS, SUPERCEDED BY VERSION DISTRIBUTED IN CLASS****

HSTY 5210: Christian History I:
The Early Church to the Early Reformation
North Park Theological Seminary
Fall 2017, online
3 credit hours

INSTRUCTOR

Hauna Ondrey, assistant professor of church history
hondrey@northpark.edu | Nyvall 35 | 773-244-4971

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 question of unity in diversity. (from Catalog)

Through readings and lecture, students will gain knowledge of and appreciation for a variety of historical documents (theological treatises, homilies, biblical commentaries, autobiography, letters, council acts, etc.). Assignments will encourage students to consider the relevance of Christian history for contemporary Christian ministry. *No prerequisites.*

REQUIRED TEXTS [abbreviation used in schedule below]

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] [SC]
2. [Justo L. González, *The Story of Christianity: The Reformation to the Present Day*](#) (vol 2), rev. and updated (HarperOne: 2010) [ISBN: 978-0-06-185589-4] [SC2]
3. [John W. Coakley and Andrea Sterk, eds. *Readings in World Christian History; Vol I: Earliest Christianity to 1453*](#) (Orbis Books, 2004). [ISBN: 978-1570755200] [R]
4. Additional primary source readings and articles will be available on Canvas. [C]
5. **NB:** It is imperative that you have access to necessary sources for conducting your research. You'll find online sources on [our course Library Guide](#), but additionally you will need books. As a NP student, you have access to the [Brandel Library](#) collection. Be in touch with theological librarian Steve Spencer (srspencer@northpark.edu) both to discuss your project and potential sources and to request texts by mail. As a distance student, it will be particularly crucial that you consider these potential delays and begin your research sufficiently early that inaccessibility to sources does not become prohibitive.

REQUIRED TECHNOLOGY

1. Adobe Acrobat Reader (install [here](#))
2. Microsoft Word
3. Video capability
4. Speakers for listening to video and audio presentations
5. A video communication program (e.g., [Skype](#), [Google hangout](#))

As long as you have video capability, I can provide access to [WebEx](#) through NPU.

COURSE OBJECTIVES

1. **Factual knowledge.** Students will be able to identify and explain key figures, events, and ideas from the breadth of global Christian history, from the early modern period to the mid-twentieth century.
2. **Historical interpretation.** Students will be able to (1) critically read primary texts; (2) evaluate and formulate historical arguments on the basis of original source evidence, for the purpose of
3. **Appropriation** in the life and mission of the church. This includes a growing capacity 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) demonstrate application of historical content and interpretation within Christian ministry.
4. **Virtue formation.** Students will cultivate charity toward Christians of diverse times and places, gratitude to God for preserving and working through an imperfect church, and, in light of this, humility and fidelity in serving God's imperfect church.

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

To these ends, course assessments are as follows:

ASSESSMENTS

1. **Reading (15% of final grade).** A reading log is provided within our course shell under "Assessment Guidelines & Rubrics." Completed logs are due at midterm (Oct 22) and end of the semester (Dec 15).
2. **Cohort discussion (10 pts each; 10% of final grade).** With the exception of weeks in which large assessments are due, students will engage in weekly small group discussion. Initial posts due the Friday of each week for which discussion is assigned; response posts the Sunday following. Specific guidelines are posted within each forum. Your lowest grade will be dropped.
3. **Primary source analysis (5% of final grade).** During weeks 2–4, students will submit 1-page in response to an assigned primary source. These writing exercises will allow opportunity for feedback in preparation for your larger research project.
 - ♦ Week 2: Ignatius, *Letter to the Magnesians* (due Sept 7)
 - ♦ Week 3: Irenaeus of Lyons, *Against Heresies* (due Sept 14)
 - ♦ Week 4: *Life of Macrina* (due Sept 21)
4. **Exam (2x10% of final grade).** Students will complete exam at midterm (Oct 22) and end of semester (Dec 15), testing your knowledge of early church and medieval material. See lists of possible terms in Canvas. It is wise to fill out these terms as we go through the material.
5. **Diachronic research project (60% of final grade).** Students will trace a single theme from the 2nd century through the High Middle Ages. This project constitutes the bulk of coursework, integrating course objectives, and will be submitted in stages, according to the following schedule:

9/17	Submission of chosen theme and sources (5% of final grade)
10/15	Early church primary source analysis due (10% of final grade)
11/12	Medieval primary source analysis due (10% of final grade)

- 11/26 Research paper due (including Reformation sources). At this stage you will synthesize your research, in conversation with secondary sources, sustaining a clear thesis with the sources you have studied. **(20% of final grade)**
- 12/10 Final project submission (***included in portfolio***). Your final project invites you to apply your research to a particular ministry context. It may take a variety of forms (e.g., sermon series, adult Sunday school class unit, confirmation class, etc.). **(15% of final grade)**

GRADING

Reading logs	10%
Primary source analyses (3)	5%
Cohort discussions	10%
Exams	20%
Early & medieval source analyses	20%
Research paper	20%
Final project	15%

Letter grades will be assigned according to scale printed in the [Seminary Catalog](#), p. 18.

ADDITIONAL COURSE GUIDELINES

- **Assessment submission.** All assessments are due 11:59pm of your time zone on the date indicated. Work submitted late without prior arrangement will receive a grade reduction of 5% per day. Work submitted over two weeks late will not receive credit. Forum postings
- **Late submission policy.** Forum postings over 24-hours late will not receive credit. All other work submitted late without prior arrangement will receive a grade reduction of 5% per day. Work submitted over two weeks late will not receive credit.
- **Communication.** Please feel free to email me with any questions and concerns, and I will respond within 24 hours, M–F. Before emailing a question, be sure the answer isn’t contained in the course syllabus or assessment guidelines (Canvas). Please exercise professionalism by including a proper salutation and close.

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion. 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.

Cf. [Seminary catalog](#), pp. 21–22.

ACCOMMODATIONS

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

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-5565) or Director of Human Resources (773-244-5599) for information about campus resources and support services, including confidential counseling services.

As a member of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking. Please refer to North Park's Safe Community site for contact information and further details.

<http://www.northpark.edu/Campus-Life-and-Services/Safe-Community>

COURSE SCHEDULE

Numbers in SC correspond to chapters; numbers in R correspond to page numbers. See chart below for schedule of course tasks in brief, including links to readings available on Canvas.

WEEK 1 | August 28–September 3

Introduction to subject & course

- Reading: Thomas Andrews and Flannery Burke, “What Does It Mean to Think Historically?” [C]; C.S. Lewis, Introduction to Athanasius’s *On the Incarnation* [C]; González SC 1

Additional tasks

- ✓ Watch introductory lectures 1.1 & 1.2
- ✓ Complete course checklist
- ✓ Wednesday 8/30, post your introduction to class forum
- ✓ Thursday 8/31, respond to two introductions; post to cohort discussion
- ✓ Sunday 9/3, submit course checklist; respond to cohort discussion

WEEK 2 | September 4–10

From the New Testament to “church history”: early Christian faith, life, and worship

- Background reading: González SC 2–4
- Primary reading: Ignatius of Antioch, *Letter to the Magnesians* [R 3–5]; *Didache* [R 12–16]

Church & Empire: martyrs & apologists

- Background reading: González SC 5–7, 10
- Primary reading: Correspondence of Pliny and Trajan [R 23–24]; *Martyrdom of Perpetua and Felicity* [R 30–37]; Justin, *Second Apology* [R 37–43]; excerpts from Tertullian, *Prescription against Heretics* [C]

Additional tasks

- ✓ Watch lectures 2.1 & 2.2
- ✓ Thursday 9/7, submit analysis of Ignatius, *Letter to the Magnesians*

WEEK 3 | September 11–17

Orthodoxy & Heresy: the proto-catholic church

- Background reading: González SC 8
- Primary reading: *Gospel of Thomas* [R 5–12]; Irenaeus of Lyons, *Against Heresies* [R 53–66]

Constantine & the end of persecution

- Background reading: González SC 12–14, 16
- Primary reading: Eusebius, *Ecclesiastical History*, Book 10, “Constantine and Peace” [C]; *Life of Constantine* [R 87–91 (through chpt 32 on p. 91)]

Additional tasks

- ✓ Watch lecture 3 & 4.1

- ✓ Thursday 9/13, submit analysis of Irenaeus of Lyons, *Against Heresies*
- ✓ Friday 9/15, post to cohort discussion
- ✓ Sunday 9/17, respond to cohort discussion
- ✓ **Sunday 9/17, submit research theme**

WEEK 4 | September 18–24

Christian Asceticism

- Background reading: González SC 15–16, 23
- Primary reading: Athanasius, *Life of Anthony* [R 131–141]; *Life of Macrina* [R 155–58]

Nicaea & Trinitarian Theology I

- Background reading: González SC 17–19
- Primary reading: Letters of Arius and Alexander of Alexandria [R 98–101]; Acts of the Council of Nicaea [C]

Additional tasks

- ✓ Watch lectures 4.1 & 4.2
- ✓ Thursday 9/21, submit analysis of Letters of *Life of Macrina*
- ✓ Friday 9/22, post to cohort discussion
- ✓ Sunday 9/24, respond to cohort discussion

WEEK 5 | September 25–October 1

Nicaea & Trinitarian Theology II

- Background reading: González SC 20
- Primary reading: Arius's confession of faith [C]; Gregory of Nyssa, *Ad Graecos* [R 119–22]

Additional tasks

- ✓ Watch lecture 5
- ✓ Friday 9/29, post to cohort discussion
- ✓ Sunday 10/1, respond to cohort discussion
- ✓ **Sunday 10/1, submit pre-Constantine PSA**

WEEK 6 | October 2–8

Christianity beyond Empire

- Background reading: González SC 25
- Primary reading: Auxentius of Durostorum, *Letter on the Life and Work of Ulfila, Apostle to the Goths* [R 102–105]; Rufinus of Aquileia, *Ecclesiastical History* [R 107–109]; Agathangelos, *History of the Armenians* [R 122–30]

Augustine of Hippo

- Background reading: González SC 24
- Primary reading: Pelagius, *To Demetrias*; Augustine, *On Nature and Grace* [R 206–13]; *City of God* [R]

Additional tasks

- ✓ Watch Lecture 6
- ✓ Friday 10/6, post to cohort discussion
- ✓ Sunday 10/8, respond to cohort discussion

WEEK 7 | October 9–15

Ephesus to Chalcedon: Christological controversies

- Background reading: González SC 28; MacCulloch, “Defying Chalcedon: Asia and Africa (451–622)” [C]
- Primary reading: Letters of Cyril of Alexandria and Nestorius of Constantinople; Chalcedonian Definition [R 165–76]

Medieval Christianity, the New Order: Germanic expansion & Arab conquests

- Background reading: González SC 27
- Primary reading: Columbanus, *Letter 2* [R 255–58]; skim *The Heliand* [271–80]; Bede, *Ecclesiastical History* [R]

Additional tasks

- ✓ Watch Lectures 7.1 & 7.2
- ✓ **Sunday 10/15, submit early church diachronic analysis**
- ✓ No group discussion this week

WEEK 8 | October 16–22 | Fall reading week: no new material

- ✓ Sunday 10/22, midterm exam and reading log due

WEEK 9 | October 23–29

Ongoing christological controversy

- Background reading: González SC 28, pp. 302–end
- Primary reading: John of Damascus, *On the Divine Images* [R 289–97]

Western Christendom: empire, papacy & monasticism

- Background reading: González SC 29–30
- Primary reading: Pope Gregory VII, *Letter to Hermann of Metz* [R 319–24]; Hildegard of Bingen, *Scivias* [C]

Additional tasks

- ✓ Watch lectures 10.1 & 10.2
- ✓ Friday 10/27, post to cohort discussion
- ✓ Sunday 10/29, respond to cohort discussion
- ✓ **Sunday 10/29, submit early medieval PSA**

WEEK 10 | October 30–November 5

Christianity confronts Islam in Europe and Africa; High Middle Ages: Church & State

- Background reading: González SC 31

- Primary reading: Guibert of Nogent, *The Deeds of God through the Franks* [R 324–34]; *The War Chronicle of Amda Tseyon* [R 384–88]

High Middle Ages

- Background reading: González, SC 32
- Primary reading: Aquinas, excerpts from *Summa Theologiae* on the existence of God [R 359–62] and transubstantiation [C]; Boniface VIII, *Unam Sanctam* [R 397–98]

Additional tasks

- ✓ Watch Lecture 11, 12.1
- ✓ Friday 11/3, post to cohort discussion
- ✓ Sunday 11/5, respond to cohort discussion

WEEK 11 | November 6–12

Late Middle Ages: Babylonian captivity, schism

- Background reading: González SC 33
- Primary reading: Catherine of Siena, “To Gregory XI” [C]

Late Middle Ages: Impulses of Reform

- Background reading: González, SC 34–35
- Primary reading: Geert Grote, *Letter 29*; Council of Constance, *Haec sancta* and *Frequens* [R 410–15]

Additional tasks

- ✓ Watch Lecture 12.2
- ✓ **Sunday 11/12, submit Medieval diachronic PSA**
- ✓ No cohort discussion this week

WEEK 12 | November 13–19

The spark that lit the tinder: Martin Luther

- Background reading: González, SC2 1–2
- Primary reading: Luther, *95 Theses* [C], *The Freedom of a Christian* [C]

The Lutheran Reformation

- Background reading: González, SC2 3–4
- Primary reading: *Twelve Articles of the Peasants* [C]; Luther, *Admonition to Peace* (1525) [C]

Additional tasks

- ✓ Watch Lecture 14
- ✓ Friday 11/17, post to cohort discussion
- ✓ Sunday 11/19, respond to cohort discussion

WEEK 13 | November 20–26 (Thanksgiving)

No new material; use time to complete research paper.

- ✓ **Sunday 11/26, submit research paper**

WEEK 14 | November 27–December 3

Reformation in Zurich: Zwingli & the Anabaptists

- Background reading: González, SC2 5–6
- Primary reading: Zwingli, *Articles*; *The Schleitheim Confession* [C]

The Lutheran Reformation

- Background reading: González, SC2 3–4
- Primary reading: *Twelve Articles of the Peasants* [C]; Luther, *Admonition to Peace* (1525) [C]

Additional tasks

- ✓ Watch Lectures 15.1, 15.2
- ✓ Friday 12/1, post to cohort discussion
- ✓ Sunday 12/3, respond to cohort discussion

WEEK 15 | December 4–10

Reformation Themes: Sacraments, Church & State

- Background reading: McGrath, “The Political Thought of the Reformation” [C]
- Primary reading: Reports on the Marburg Colloquy [C]

Additional tasks

- ✓ **Sunday 12/10, submit final project** (included in your degree portfolio)

WEEK 16 | December 11–15

Final course assessments

- ✓ Tuesday 12/13, post to closing class discussion
- ✓ Thursday 12/14, respond to closing class discussion
- ✓ **Friday 12/15, submit final exam & reading log**