

HSTY 5210: Christian History I:

The Early Church to the Early Reformation North Park Theological Seminary

Summer 2018, online

3 credit hours

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Skype office hours (johatlem): Tues 11am-noon and by appt

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Through readings and lecture, students will gain knowledge of and appreciation for a variety of historical documents (theological treatises, homilies, biblical commentaries, autobiography, letters, council acts, etc.).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](#)).

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..
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.

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

Guidelines & rubrics for each assessment are included under "Assessment Guides & Templates" in Canvas.

1. **Reading (15% of final grade).** Reading log templates are posted in Canvas, under "Assessment Guides & Templates." Completed logs are due at [midterm \(10/15\)](#) and [end of semester \(12/15\)](#).
2. **Primary source analysis (10% of final grade).** González's narrative will provide background for our study; emphasis in both group discussion and assessments will be placed on your close reading of primary sources *as historical documents*. During weeks 2–4, students will submit 1-page in response to one assigned primary source. These writing exercises will allow opportunity for feedback in preparation for your larger research project. Responses are submitted through Canvas.

Week 2: Ignatius, *Letter to the Magnesians* (due June 14) – *practice, graded on completion*

Week 3: Irenaeus of Lyons, *Against Heresies* (due June 21)

Week 4: Gregory of Nyssa, *Life of Macrina* (due June 28)

3. **Cohort discussion (10 pts each; 20% of final grade).** With the exception of weeks in which large assessments are due, students will engage in weekly small group discussion, sharing insights from your readings of primary sources and together exploring how these serve as windows into the concerns and presuppositions of their contexts. Initial posts due Thursday of each week for which discussion is assigned; response posts the Sunday following. Specific guidelines are posted within each forum.
4. **Exams (30% of final grade).** Students will complete a **midterm** comprised entirely of identification and a **final exam** (essay and short answer).
5. **Research project (25% of final grade)** Students will trace a single theme from the 2nd century through the Late Middle Ages. More detailed instruction provide after week 4.

INSTRUCTOR AVAILABILITY

- Weekly Skype office hours (johatlem): Tues 11am-noon;
- Small cohort discussion groups. These will be central to your integration of and reflection on course content. I will be participating in these discussions periodically.
- In addition to office hours for group conversation and one-on-one meetings, you are always welcome to schedule a time to speak by video or phone
- Please also feel free to email me with questions and concerns, and I will respond within 48 hours, M–F. In emailing, do note the following:
 - ✓ Before emailing a question, be sure the answer isn't contained in the course syllabus, in assessment guidelines, or within the weekly question forums (i.e., posted by another student)
 - ✓ If the answer could serve the class as a whole, consider posting your question within the weekly forum rather than asking via email.
 - ✓ When emailing, please exercise professionalism by including a proper salutation and close.

Letter grades will be assigned according to scale printed in the [Seminary Academic Catalog](#), p. 18. **ADDITIONAL COURSE INFORMATION & GUIDELINES**

INSTRUCTOR COMMITMENTS

- I will be following discussions on Fridays and Mondays, participating as appropriate in order to clarify important ideas and concepts.
- Primary source analyses will be returned with feedback the Monday after they are submitted. All other graded assessments will be returned within 1 week of submission, provided they are submitted on time.

ASSESSMENT SUBMISSION

- Upload your work to Canvas, titled by your last name and the assignment (e.g., Hatlem. Essay 1).
- All assessments are due by 11:59pm (in your time zone) on the date indicated.
- Work submitted late without prior arrangement will receive a grade reduction of 5% per day. Forum postings will not receive credit past the week for which they are assigned.

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 Academic 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 Academic 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.

COURSE SCHEDULE

Numbers in SC correspond to chapters (Story of Christianity); numbers in R correspond to page numbers (Readings in World Christian History). Readings marked C correspond to readings posted to Canvas.

WEEK 1 | June 3rd – June 9th (Introduction and Apostles)

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

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

- Background reading: González SC 2–4

Additional tasks

✓ Watch lectures 1.1 1.2, 2.1

✓ Wednesday 6/6, introduce yourself in the class forum

✓ Thursday 6/7, respond to introductions; post to cohort discussion ✓ Sunday 6/10, submit course checklist; respond to cohort discussion

WEEK 2 | June 10th - 16th (The Early Church)

Church & Empire: martyrs & apologists

- Background reading: González SC 5–7, 10
- Primary reading: Ignatius of Antioch, *Letter to the Magnesians* [R 3–5]; *Didache* [R 12–16] Correspondence of Pliny and Trajan [R 23–24]; *Martyrdom of Perpetua and Felicity* [R 30–37];

Orthodoxy & Heresy: the proto-catholic church

- Background reading: González SC 8–9; 12, 13

Additional tasks

✓ Watch lectures 2.2 & 3

✓ Thursday 6/14, submit analysis of Ignatius, *Letter to the Magnesians* ✓ No cohort discussion this week

WEEK 3 | June 17th – June 23rd (Empire and Asceticism)

Constantine & the end of persecution

- Background reading: González SC 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)] Irenaeus of Lyons, *Against Heresies* [R 53–66]

Christian Asceticism

- Background reading: González SC 15–16, 23
- ; read Gregory of Nyssa, *Life of Macrina* [R 147–55]

Additional tasks

- ✓ Watch lectures 4.1 and 6
- ✓ Thursday 6/21, submit analysis of Irenaeus of Lyons, *Against Heresies* ✓ Friday 6/22, post to cohort discussion
- ✓ Sunday 6/24, respond to cohort discussion

WEEK 4 | June 24thst – June 30th

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]

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 4.2 & 5
- ✓ Thursday 6/28, submit analysis of Letters of Gregory of Nyssa, *Life of Macrina* ✓ Friday 6/29, post to cohort discussion
- ✓ Sunday 7/1, respond to cohort discussion

WEEK 5 | July 1st- July 7th

- 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]
- Recommended: Ephrem the Syrian, *Hymn 1* [R 113–17]

Augustine of Hippo

- Background reading: González SC 24
- Primary reading: Augustine of Hippo, *City of God* [R 195–206]

Additional tasks

- ✓ Watch lectures 6 & 7.1
- ✓ Friday 7/6, post to cohort discussion
- ✓ Sunday 7/7, respond to cohort discussion

WEEK 6 | July 8th- July 14st

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]

Additional tasks

- ✓ Watch lectures 7.2
- ✓ No group discussion this week
- ✓ **Sunday 7/15, submit midterm reading log & exam**

WEEK 7 | July 15nd – July 21st

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* [R 271–80]

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

Bingen, *Scivias* [C]

Christianity confronts Islam in Europe and Africa

- 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]

Additional tasks

- ✓ Watch lecture 8.1, 10.2, 11
- ✓ Post to cohort discussion by **Friday 6/21**

WEEK 8 | July 22nd – July 28th |

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]

Late Middle Ages: Babylonian captivity, schism

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

Additional tasks

- ✓ Watch lectures 12.1 & 12.2
- ✓ Friday 7/27, post to cohort discussion
- ✓ Sunday 7/29, respond to cohort discussion

WEEK 9 | July 29th – August 4th

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]

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 lectures 13 & 14
- ✓ Friday 7/3, **submit final paper**

WEEK 10 | August 5th- 11th

Reformation in Zurich: Zwingli & the Anabaptists

- Background reading: González, SC2 5–6
- Primary reading: Reports on the Marburg Colloquy [C]; *The Schleitheim Confession* [C]

Additional tasks

- ✓ Watch lectures 15.1 & 15.2
- ✓ No cohort discussion this week

WEEK 11 | August 12th -17th

- ✓ Tuesday 8/14, post to closing class discussion

- ✓ Wednesday 8/15, respond to closing class discussion
- ✓ **Fri 8/17, submit (1) final exam, (2) reading log, and (3) ministry application project**
(included in your degree portfolio)