

# THEO5310 Ancient & Medieval Theology

WEDNESDAYS 8:00-10:50 a.m.

NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY  
DIVISION OF THEOLOGICAL & HISTORICAL STUDIES



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*“I find it necessary to write and appeal to you to contend for  
the faith that was once for all entrusted to the saints.”*

Jude 3 (NRSV)

## The Mission of the Seminary

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.

## Course Description

This course in historical theology introduces the student to the study of the history of Christian thought. Special attention is given to the development of Christian thought in the early church in the first five centuries of the Christian era, as revealed in the writings of the early Christian fathers and the documents of the church councils, and to the further development of Christian thought in the Middle Ages, from the collapse of the Roman Empire to the Reformation.

## Core Value Focus

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. These values shape both the context and manner in which all curricula are taught, with “doctrinal integrity” and “mission focus” especially highlighted in this course. The core value focus for the 2017-2018 academic year is Servant Leadership.

## Student Learning Outcomes

1. The student will understand the doctrinal developments and formations of significant movements, schools, and individuals in church history from the end of the first century to the end of the fifteenth century;
2. The student will communicate a basic knowledge of the trajectory of thought in the development of ideas as they work out historically;
3. The student will apply the key ideas of the broader Christian tradition to his or her particular ministry calling and vocation.

## Biblical Authority

In order to develop competent theological researchers for the twenty-first century church and academy, students in this course will be exposed to seminal works in Christian theology from a wide array of theological perspectives, including the influential works of many prominent non-evangelical theologians. Students are expected to become familiar with and demonstrate advanced, biblically guided critical engagement with the works of these thinkers.

The instructors of this course operate under the assumption that the Bible is the inspired, totally true and trustworthy Word of God. While history, tradition, and reason play no small role in the theological task, the Bible holds ultimate authority in Christian doctrine and practice. *The Baptist Faith and Message* (2000) provides the structure of this course's content.

## Required Texts

- González, Justo L. *A History of Christian Thought*, vol. 1. *From the Beginnings to the Council of Chalcedon*. 2d ed. Nashville: Abingdon, 2009.
- Van Nieuwenhove, Rik. *An Introduction to Medieval Theology*. Cambridge: Cambridge University Press, 2012.

## Recommended Texts

- Allison, Gregg R. *Historical Theology: An Introduction to Christian Doctrine*. Grand Rapids: Zondervan, 2011.
- Brown, Harold O. J. *Heresies: Heresy and Orthodoxy in the History of the Church*. Peabody, Mass.: Hendrickson Publishers, 1998.
- Evans, G. R., ed. *The First Christian Theologians: An Introduction to Theology in the Early Church*. Oxford: Wiley-Blackwell, 2004.
- . *The Medieval Theologians: An Introduction to Theology in the Medieval Period*. Oxford: Wiley-Blackwell, 2001.

Harnack, Adolf von. *History of Dogma*. Translated by Neil Buchanan. 7 vols. Eugene, OR: Wipf & Stock, 1997.

Hill, Jonathan. *The History of Christian Thought*. Downers Grove: InterVarsity, 2004.

Kelly, J. N. D. *Early Christian Creeds*. 3d ed. New York: Longman, 1972.

———. *Early Christian Doctrines*. 4th ed. San Francisco: HarperCollins, 1978.

McGrath, Alister E. *The Christian Theology Reader*. 4th ed. Oxford: Wiley-Blackwell, 2011.

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Oden, Thomas C. *Classic Christianity: A Systematic Theology*. New York: HarperOne, 2009.

Olson, Roger E. *The Story of Christian Theology*. Downers Grove: InterVarsity, 1999.

Pelikan, Jaroslav. *The Christian Tradition: A History of the Development of Doctrine*. 5 vols. Chicago: University of Chicago, 1975-1991.

## Course Requirements

### **1. Attendance and Course Participation (10%)**

Students are expected to read the assigned pages listed for each class period as well as the others' papers. Our class meetings will be conducted seminar-style, and all students will participate in the discussions of the readings and students' papers. *Students will be required to hand in a reading report at the end of the semester.*

### **2. Historical Theology Report (20%)      Assignment Dates Vary**

Every student is required to write one (1) report on an assigned theologian or subject that corresponds to the class reading for the week. These papers are intended to be prepared by students and presented in class as teaching tools. Each paper will be three to five single-spaced pages 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 monographs as well).

The topics for these papers will be assigned by the end of the first day of class.

### **3. Research Papers (35%)      Due November 1, 2017**

Each student will prepare a research paper on a topic agreed upon by the professors and the student. Papers should be 15-20 double-spaced pages in length. Two hard copies must be submitted to the professors, but digital copies can be posted on Blackboard for everyone else in the class.

Students may write on an aspect of a theologian or theological movement (and can write on the same theologian they focus on in their class reports if they so please). Unlike the historical theology presentation, the professors are not seeking survey papers, but each paper should have a clear thesis and make critical arguments.

The research paper will be evaluated as follows:

1. Grammar and style: Spelling, sentence and paragraph development; punctuation; and conformity to the 7th or 8th 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. (20 points)
- An “A” paper (93-100) has a clearly articulated thesis that guides the organization of the paper, the content of the paper, and the selection of resources. Such papers also show the author’s ability to do quality research, choosing quality resources, distinguishing between primary and secondary sources, and are conversant with up-to-date literature in the field. “A” papers demonstrate creative, substantive critical engagement with sources. Authors of “A” papers write with professional attention to grammar, form, and style.
  - “B” papers (85-92) clearly state a thesis but fail to connect the stated thesis with the organization and content of the paper. These papers include some material irrelevant to this issue at hand. “B” papers evidence that the student is growing in his or her ability to do research even if some source selections are questionable. Authors of these papers attempt to make critical arguments and show growing skill in this area. These papers evidence only minor errors in grammar, form, and style.
  - “C” papers (77-84) lack a clear thesis and structure and tend to be “survey papers” that are descriptive without argumentation. While these papers evidence some interaction with current, quality sources, they gravitate toward secondary sources and out-of-date sources. “C” papers also contain numerous grammatical errors and problems with form and style, even to the point of distracting readers from the content of the paper.
  - “D” (70-76) and “F” (0-69) papers make no attempt to define the problem and show no evidence of a coherent structure. These papers show the author’s inability to do graduate level research, a failure to engage quality resources, and only a superficial grasp of sources that are cited. “D” and “F” papers contain major grammatical errors and show no evidence whatsoever of proofreading.

Students will present their paper in class but need not read the papers verbatim, as every student is expected to read every paper prior to the class session. Rather, presenters should describe the research process, hit the highlights of the paper, and any additional information they learned researching their papers.

#### **4. Book Reviews (20%) Due November 15, 2017**

Every student will write a review of a book written on one of the themes of this course. These book reviews should be 4-6 single-spaced pages in length. Each review should include a bibliographic entry, brief biographical data about the author (including dates, degrees, theological tradition, academic positions held, research interests, and significant works), a brief summary of the book's argument and contents, and critical analysis.

A few questions to consider while reading these monographs: What is the main purpose or thesis of this book? To whom is this book written? Did the author(s) fulfill his or her purpose? What are some of the author's working assumptions (e.g., his or her denominational background, field of research, or view of Scripture)? Does the author provide strong biblical, philosophical, and historical support for his or her positions? Are there any points of contact between this book/writer and other texts read during the course of the semester? How might the content of this book affect ministry in the local church or ministry within your particular calling? Are there any ideas that changed your particular way of thinking on the subject matter at hand? Would you recommend this book to someone else?

- “A” papers (93-100) clearly state the book's thesis, successfully and succinctly outline its argument in its own terms, demonstrate advanced critical engagement with the argument and content of the book, make clear and well-structured arguments, and exhibit a proficient grasp of grammar, spelling, and style.
- “B” papers (85-92) clearly state the book's thesis, show an attempt to understand the book on its own terms and critically reflect on the issues at hand, make arguments, and show sufficiency in grammar, spelling, and style.
- “C” papers (77-84) state the book's thesis, present the content of the book, raise preliminary critical questions for further evaluation, limit evaluation to approval or disapproval of the author's arguments, and make repeated mistakes in grammar, spelling, and style.
- “D” (70-76) and “F” (0-69) papers lack evidence of grasping the book's thesis and content, limit evaluation to preformed judgments without serious consideration of the book's ideas, contain major grammatical, spelling, and stylistic errors, and demonstrate little or no attempt to proofread.

**5. Final Exam (15%) Due December 6, 2017**

Every student will complete a take-home final comprehensive final exam. Students will be evaluated on their mastery of the course content and their ability to engage it critically.

**Course Evaluation**

Grades will be determined on the basis of the NOBTS grading scale—an A for 93-100, B for 85-92, C for 77-84, D for 70-76, and F for 69 or below. Borderline grades will normally be determined by the numerical grade received (we round up from .5), unless the student's promptness and faithfulness in class attendance, positive attitude and contribution in class discussions, and preparedness and attentiveness in class warrants special consideration. These factors only apply when the student is fractionally close to the next highest grade.

• Attendance and Course Participation	10%
• Historical Theology Report	20%
• Research Paper	35%
• Book Reviews	20%
• Final Exam	15%
<b>Total</b>	<b>100%</b>

**Class Policies****1. Attendance and Class Participation**

As noted above, attendance and class participation are necessary for meeting the requirements of this class. Students are expected to be attentive and prepared for each class session. Students who are engaged in private conversations or doing work for other classes may be asked to leave the class; repeat violations may result in removal from the course. Rude or disruptive behavior is also not permitted.

**2. Laptop Guidelines**

Laptops are permitted in class as long as they are used for taking notes or accessing Blackboard materials related to this particular course. *Students using laptops are requested to sit in the front of the classroom for accountability purposes.* Gaming, e-mail, social networking, and web browsing of any kind are strictly prohibited. Failure to heed this policy may result in dismissal from the class session and loss of laptop privileges; repeat violations may result in removal from the course.

### **3. Late Work**

Because life and ministry happens, late work will be accepted—but not without penalty. For every day an assignment is late, five points will be taken off. No assignment over two weeks late will be accepted. Failure to submit every assignment will result in failure of the course.

### **4. Plagiarism**

The instructor calls attention to the policy on plagiarism found in the NOBTS Graduate Catalog and Student Handbook. Remember the words of the proverb: “*Whoever walks in integrity walks securely, but he who makes his ways crooked will be found out*” (Prov. 10:19).

## **Extra Credit**

### **1. Greer-Heard Report.**

Students may attend the November 10-11, 2017 Greer-Heard Point-Counterpoint Conference on “The Meaning of the Atonement” featuring N. T. Wright and Simon Gathercole and write a summary and critique of the event, including papers by additional invited speakers. The summaries should include some professional biographical data on each presenter, as well as their major points of content. Students should critically assess their arguments and state their own position in light of what they heard at the forum. The event will be held on the NOBTS campus in the Leavell Chapel. If a student is unable to attend the Greer-Heard forum in person the assignment may be completed from CDs or MP3s of the event or they may choose to write a research paper on an unrelated topic. See guidelines below for research papers. For more on the Greer-Heard Forum, see [www.greer-heard.com](http://www.greer-heard.com). **Students can earn up to three points on their final grade with a quality report.**

### **2. Book Review**

Students may write one (1) additional critical book review of another book from the list of review monographs for extra credit. All of the requirements for the critical review listed above apply to extra credit book reviews. **Students can earn up to five points on their final grade with a quality critical book review.**

### **3. ETS Report**

Students attending the annual national meeting of the Evangelical Theological Society in Providence, RI on November 15-17, 2017 may write a 1000-word report on papers about historical theology attended (at least three). **Students can earn up to seven points on their final grade with submission.** For registration information, please visit <http://www.etsjets.org>.

THEO5310 Fall 2014 Reading and Assignments Schedule				
Date	Topic	Assignments	Presenters / Topic	
8/23	Course Introduction Prolegomena	González, 23-60	Putman	Introduction to Historical Theology
8/30	Apostolic Fathers Greek Apologists Early Heresies	González, 61-156	Butler	Apostolic Fathers
			Putman	Gnosticism and the Birth of Doctrine
9/6	Irenaeus Tertullian Clement of Alexandria Origen	González, 157-246	Butler	Second-Century Western Developments
			Putman	Third- and Fourth- Century Eastern Developments
9/13	After Nicaea	González, 247-325 <b>Paper Topics Due</b>		Athanasius
				Cappadocian Fathers
9/20	Fifth-Century Christology	González, 326-383		Nestorius
				The Council of Chalcedon
9/27	The Birth of Medieval Theology	Van Nieuwenhove, 1-55		Augustine
				Pseudo-Dionysius
10/4	Sixth-Century Theology Carolingian Theology	Van Nieuwenhove, 56-98		Gregory I
				Eriugena
10/11	Western Theology in the Eleventh- and Twelfth- Centuries	Van Nieuwenhove, 99-147		Anselm
				Abelard
				Lombard
10/18	<b>FALL BREAK</b> “...give him rest from days of trouble. . .” (Psalm 94:13)			
10/25	Thirteenth-Century Western Theology	Van Nieuwenhove, 167-225 <b>Research Papers Due</b>		Aquinas
				Scotus
11/1	Fourteenth-Century Western Theology	Van Nieuwenhove, 229-284		Ockham
				Eckhart
11/8	Paper Presentations		1. _____ 2. _____ 3. _____	

11/15	Paper Presentations	Book Reviews Due	4. _____ 5. _____ 6. _____
11/22	<b>THANKSGIVING BREAK</b> <i>"...The one who offers thanksgiving as his sacrifice glorifies me" (Psalm 50:23)</i>		
11/29	Paper Presentations		7. _____ 8. _____ 9. _____
12/6	Paper Presentations		10. _____ 11. _____ 12. _____
12/13	Paper Presentations Final Class Discussion	Final Exams Due	13. _____ 14. _____ 15. _____

### ADDITIONAL BIBLIOGRAPHY

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- . *A Summa on the Summa*. Edited by Peter Kreeft. San Francisco: Ignatius, 2011.
- Athanasius. *De Incarnatione Verbi Dei (On the Incarnation)*.
- Barnes, Timothy David. *Tertullian: A Historical and Literary Study*. Oxford: Clarendon Press, 1971.
- Bauckham, Richard. *Jesus and the God of Israel: God Crucified and Other Studies on the New Testament's Christology of Divine Identity*. Grand Rapids: Eerdmans, 2008.
- Bauer, Walter. *Orthodoxy and Heresy in Earliest Christianity*. Edited by Robert A. Kraft and Gerhard Krodel. Philadelphia: Fortress Press, 1991.
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- . *The Way to Nicaea*. Yonkers, NY: St Vladmirs Seminary Press, 2001.
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- Butler, Rex D. *The New Prophecy and "New Visions": Evidence of Montanism in "The Passion of Perpetua and Felicitas"*. Rev. ed. Borderstone Press, 2014.
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