

HISTORY OF CHRISTIANITY I: Early-Medieval HIST5200
NOBTS Birmingham Extension
FALL 2012, HYBRID, THURSDAY, 7:00-8:50 PM

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I. 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."

II. Core Values & Course Objectives

New Orleans Baptist Theological Seminary is guided by five core values: doctrinal integrity, spiritual vitality, mission focus, characteristic excellence, and servant leadership. The target of the seminary is healthy churches. NOBTS has an emphasis on the core value "Servant Leadership" for the 2012-2013 school year. *"We follow the model of Jesus to exert leadership through nurturing and encouraging those around us."*

By the completion of this course, you should be able to:

1. Demonstrate knowledge of basic information about significant persons, dates, events, places, and movements in the overall flow of church history from its background pre-dating Christ to the dawn of the Reformation.
2. Develop the ability to think both historically and critically, to see persons, movements, and ideas within a chronological framework, and to analyze their relationships to other concepts and movements as well.
3. Evaluate historical issues according to Scripture and personal convictions.
4. Interpret contemporary issues in the Christian sphere in light of their historical roots.
5. Recognize the connection between the modern church and the church throughout the ages in order to determine one's own identity against the backdrop of Christian heritage and to function more effectively as a minister and a witness.
6. Value the ideas, individuals, movements and institutions in the rise and development of Christianity prior to the Protestant Reformation.

III. Textbooks

Gonzalez, Justo L. The Early Church to the Dawn of the Reformation. Vol. 1, The Story of Christianity. San Francisco: Harper & Row, Publishers, 1884.

Noll, Mark A. Turning Points: Decisive Movements in the History of Christianity, 2d ed. Grand Rapids, MI: Baker Academic, 2000.

Davies, J. G. The Early Christian Church: A History of Its First Five Centuries. Grand Rapids, MI: Baker Book House, 1965.

Deanesly, Margaret. A History of the Medieval Church 590-1500, 9th ed. London: Methuen, 1969.

IV. Supplemental Reading

Ferguson, Everett. Backgrounds of Early Christianity. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1987.

Frend, W. H. C. The Rise of Christianity. Philadelphia: Fortress Press, 1984.

Gonzalez, Justo L. From the Beginnings to the Council of Chalcedon. Vol. 1, A History of Christian Thought, rev. ed. Nashville, TN: Abingdon Press, 1970.

Sellers, R. V. The Council of Chalcedon: A Historical and Doctrinal Survey. London: S.P.C.K., 1953.

Frend, W. H. C. Martyrdom and Persecution in the Early Church. Grand Rapids, MI: Baker Book House, 1965.

Smith, Warren Thomas. Augustine: His Life and Thought. Atlanta: John Knox Press, 1980.

Brown, Peter. Augustine of Hippo: A Biography. Berkeley: University of California Press, 1967.

Bonner, Gerald. St. Augustine of Hippo: Life and Controversies. London: SCM, 1963.

Workman, Herbert B. The Evolution of the Monastic Ideal. London: Charles H. Kelley, 1913.

Keen, Maurice. The Pelican History of Medieval Europe. New York: Penguin Books, 1968.

Bainton, Roland H. The Medieval Church. New York: D. Van Nostrand Company, Inc., 1962.

Gonzalez, Justo L. From Augustine to the Eve of the Reformation. Vol. 2, A History of Christian Thought, rev. ed. Nashville, TN: Abingdon Press, 1971.

V. Assignments

The course will consist of required reading, threaded discussion dialogues, in-class discussion, learning activities, and lecture, reflective/constructive research essays on assigned topics, a mid-term exam, and a final exam. Each student is expected to participate in the class by asking questions and taking part in discussion and in learning activities in class and on-line. Ten points will be deducted from the grade of an assignment for each week it is late. After two weeks, the assignment will not be accepted. Historical/Theological study requires interaction and personal involvement. For this reason, classroom and online participation and behavior will be a factor in the final assessment of a student's grade. The instructor reserves the right to raise or lower a student's grade accordingly.

(1) Required Reading: Each member of the class is expected to read the assigned material from the textbooks prior to each class meeting and to be able to discuss the topics for the session. A reading report will be included with the final exam. Failure to complete the assigned reading will impact the student's grade. Reading guides for The Story of Christianity are posted on Blackboard.

(2) Reflective/Constructive Research Essays: The students will be asked to respond to a specific topic or question with a five-page, double-spaced essay. The response should be developed through research, interaction with the required reading, and interaction with the biblical text. They should be submitted without a cover sheet or bibliography. Margins should be one inch all around. Font should be courier new 10 or equivalent (the font on this page). The current edition of Turabian is the guide for form and style. You may cite class notes parenthetically as (class notes). Cite other sources using endnotes. The essay will be graded based upon content, argumentation, quality of research, and form and style. Write well. Avoid stringing quotes together. Make every word count. The essay should reflect your analysis and synthesis of the material and your ability to evaluate it critically.

(3) Exams: The exams will consist of both short-answer and essay type questions, taken in class and/or via blackboard. Make-up exams will be given in accordance with the procedures stipulated in the graduate handbook.

(4) Threaded Discussion Dialogues: Each week, the professor will post a question, theological issue, or position. Each student is responsible for responding and interacting with the post. In addition, an open discussion board will be maintained for student questions and thoughts. In both dialogues, the students are encouraged to interact with one another and with the professor. Failure to participate in the dialogues will impact the student's grade.

VI. Absences

"No absences are allowed in Saturday classes, hybrid classes, academic workshops, or one-week summer courses."

VII. Class Etiquette

Due to the dialogical structure of the course, Christian behavior is essential. All participants owe one another respect, honesty, kindness, and love. The course provides an environment of exploration for the purpose of discovery (both of one's own perspectives and of Christian history). The class allows no room for belittling other class members' points of view. Open discussion and critical evaluation carried out in a spirit of friendship and support are in order. When the instructor or a class member is speaking, the other members of the class are expected to show respect and courtesy by giving the speaker his/her complete attention. All comments and questions are to be addressed to the instructor or other appointed moderator. As a general rule, tape recorders and other types of recording devices will not be allowed in class. Please turn off cell phones and beepers during class. No texting.

VIII. Grading

(1) Exam One	25%	(2) A	93-100
Exam Two	25%	B	85-92
Required Reading	10%	C	77-84
Essay One	20%	D	70-76
Essay Two	20%	F	below 70

(3) Regrading: Assignments to be regraded may be submitted to the instructor one week after they have been handed back. A typed note specifying why the assignment should be regraded must be attached to the assignment. Assignments submitted for regrading will be completely regraded. The grade, therefore, may be lowered, raised, or left the same.

IX. Schedule

First Week (August 23) - ***First Class Meeting***

Orientation, Historiography & Historical Method
The Context into Which Christianity Was Born

Second Week (August 30)

The Rise and Expansion of Christianity
Christianity and the Roman Empire
Readings: TSOC Chapters 1-4

Third Week (September 6) - ***Second Class Meeting***

The Anti-Nicene Literature (Part One)

Readings: TSOC Chapters 5-8
Fourth Week (September 13)

The Anti-Nicene Literature (Part Two)
Sects and Heresies
Readings: TSOC Chapters 9-11

Fifth Week (September 20) - ***Third Class Meeting***

The Trinitarian and Christological Controversies (Part One)
Readings: TSOC Chapters 12-15

Sixth Week (September 27)

The Trinitarian and Christological Controversies (Part Two)
Readings: TSOC Chapters 16-20

Seventh Week (October 4) - ***Fourth Class Meeting***

Mid-Term Exam

Eighth Week (October 11) - ***Fifth Class Meeting***

Augustine
Readings: TSOC Chapters 21-25

*** Fall Break (October 18)

Ninth Week (October 25)

The Life of the Church at the End of the Patristic Period
Readings: TSOC Chapters 26-27

Tenth Week (November 1) - ***Sixth Class Meeting***

The Context of Medieval Christianity
Readings: TSOC Chapters 28-29

Eleventh Week (November 8)

The Course of the Medieval Papacy
Readings: TSOC Chapters 30-31

Twelfth Week (November 15) - ***Seventh Class Meeting***

Medieval Monasticism
Readings: TSOC Chapters 32-33

*** Thanksgiving Break (November 22)

Thirteenth Week (November 29)

Medieval Theology
The Life of the Medieval Church
Readings: TSOC Chapters 34-36

Fourteenth Week (December 6) - *Eighth Class Meeting*

Final Exam

DEVELOPMENTS DURING THE PATRISTIC PERIOD

The Greco-Roman and Jewish Contexts

The Rise and Expansion of Christianity

The Separation of Christianity from Judaism

Persecution by the Jews and by the Romans

Correspondence between Pliny and Trajan (98-117)

The Edict of Septimius Severus (202)

Empire-Wide Persecution under Decius (249-51)

The Persecution Under Diocletian, Galerius, and Maximinus Daia (303-13)

The Question of the Lapsed

Toleration and Supremacy within the Empire

Galerius' Edict of Toleration (311)

Constantine and the Edict of Milan (313)

Supremacy (380, 391)

The Anti-Nicene Literature

The Rise of Sects and Heresies

The Church's Response to Sects and Heresies

The Trinitarian and Christological Controversies and the Ecumenical Councils

Nicea (325)

Constantinople (381)

Ephesus (431)

Chalcedon (451)

Constantinople (553)

Constantinople (680-81)

Augustine of Hippo (354-430)

The Development of Church Life

Leadership and Organization - Sacerdotalism

Worship - Buildings, Liturgy, Sacramentalism, Veneration

Missions & Monasticism

DEVELOPMENTS DURING THE MEDIEVAL PERIOD

The New Context

The Barbarian Invasions

The Rise of Islam

The New Political Structure

The New Social Structure - Feudalism

The New Ecclesiastical Situation - The Papacy and Monasticism

The Medieval Papacy

Corruption (870-962)

Imperial Domination (962-1050)

Revival (1050-1303)

Gregory VII (1073-85) and the Investiture Controversy
Innocent III (1198-1216) and the Height of Papal Power

Babylonian Captivity (1303-77)

Papal Schism ((1378-1417)

Renaissance Captivity (1417-1521) - Leo X (1513-21)

Medieval Monasticism

Cluny

The Augustinians

The Cistercians - Bernard of Clairvaux (1090-1153)

The Mendicant Orders

Medieval Theology

Scholasticism - Thomas Aquinas (1224-1274)

Mysticism

The Life of the Medieval Church

The Sacraments

Architectural Developments

Pilgrimages and Crusades, beginning in 1096

Heretical Movements

Medieval Reformers (Wycliffe, Huss, Savonarola)