

History of Christian Thought and Practice I – FALL 2017
Garrett-Evangelical Theological Seminary 13:501

Meeting Times:

Monday Evenings, 6:30 – 9:30 pm

The Doctor:

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office hours: Mondays, Tuesdays, and by appointment

Course Description:

This course is a survey of the history of the Christian Church, including its doctrines and practices, from the beginning into the middle ages (from Jesus to Aquinas), with special emphasis on the first five centuries, in which the important doctrines, structures, practices, and traditions of the faith developed. The history of the Church is the story of Christians, such as we know from the historical record. It is also the story of the struggle to interpret the sacred writings and traditions of the faith, and the doctrines and sects that emerge from that struggle. One of the important ways in which we will be learning the story of the early Christians is to read the original documents of the early Church (the *primary sources*). Integrated with the history of the Church, we will also explore certain aspects of the history of the Roman Empire, since the history of the early Church cannot be adequately understood apart from the social and political context in which the Church was born and spent its formative years.

Purpose/Goals of the Course:

In the theological school, the overarching goal is the development of theological understanding, that is, aptitude for theological reflection and wisdom pertaining to responsible life in faith. Comprehended in this overarching goal are others such as deepening spiritual awareness, growing in moral sensibility and character, gaining an intellectual grasp of the tradition of the faith community, and acquiring abilities requisite to the exercise of ministry in that community. (Association of Theological Schools accrediting standards, 2012). This course will contribute to these goals by guiding the students in the exploration of the development of Christian theology and ecclesiology in the early and medieval Church. Students will also gain experience in the articulation of the doctrine of the Trinity, and an understanding of ecclesiology – the nature of the Church itself. Students will also be exposed to the devotional and liturgical practices of early and medieval Christians.

Accessibility

NOTE: Garrett-Evangelical Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students, including those with documented disabilities. The Seminary aims to provide reasonable accommodation for qualified individuals with a disability (based on clinical documentation) to ensure their access and participation in seminary programs. For details, see “Disabilities Policies and Procedures” in the Student Handbook, or consult the Dean of Students.

ALSO NOTE that **English as a Secondary Language** is NOT a reason for accommodation, and therefore assignment extensions cannot be given on the basis of language proficiency. It is assumed that all students admitted to study at Garrett-Evangelical Theological Seminary have sufficient ability with the English Language to complete the assigned work. Students must plan ahead for proofreading or grammar coaching, since assignments cannot be done early (before the relevant lectures and discussions), nor can deadlines be extended for editing. Granting an extension would only consign the student to falling farther behind.

Course Requirements:

It is a requirement of the course that all students are able to use e-mail and receive e-mails with attachments from the instructor(s). Students are encouraged to use an e-mail program, such as Apple Mail or Outlook, rather than access e-mail through a web browser. Students are expected to check e-mail daily.

1) In-class lectures and discussion. Class meetings will be held as outlined in the course schedule. Students are expected to be prepared for class by doing the assigned readings, to be at all class meetings, and participate by asking questions and contributing to in-class discussion. Each week (beginning with the second week), the class will start with discussion based on questions from the readings. Each student should come to class with at least 3 well thought out questions based on the readings for the week. Students are expected to bring two of the textbooks with

them to class meetings: *Reading the Early Church Fathers* (for the charts listed below under the relevant lectures) and *Trinity 101* (for the discussion of the Nicene Creed). In the case of an emergency, when a class meeting must be missed due to illness or other circumstances beyond the student's control, the student will inform the TA that s/he will miss class, and will watch the corresponding lectures online.* Note that church meetings are NOT considered a valid reason for missing class. Students in pastoral roles are expected to schedule meetings around class times. Laptops are welcome in class for the purpose of taking notes or looking up information, however multi-tasking is not allowed, and any student who is checking email, social media, etc. will be asked to close his/her laptop. Phones are to be turned off (or on airplane mode) and put away during class. Students' reading preparedness and participation in the discussion will count for 10% of the course grade. Note that this class participation grade includes such aspects as attendance, courtesy, respect and professionalism. Students are expected to conduct themselves as adults who are (or hope to be) leaders in the Church. Generally accepted standards of internet etiquette apply to all online and email interaction. Finally, it should go without saying that all people and their ideas will be respected in this class.

* To access the lectures online, start from **www.JimPapandrea.com**, and click the link to Jim Papandrea's YouTube channel. From there, click on the "playlist" Church History Lectures, and look for the number of the lecture. **Note that video lectures are not a substitute for attending class, or reading the relevant chapters.** They will not give you the benefit of discussion, and therefore they are only meant to be a supplement for people who must miss a class, or who want to hear the concepts delivered in a more traditional way (i.e., lecture).

2) Reading assignments. Each week's lecture/discussion is accompanied by readings in primary and secondary sources. Primary sources are the documents from the time period being studied.** Secondary sources include the text books, along with other modern commentary on the historical periods. Secondary sources may also include films or other media. **Always read *Reading the Early Church Fathers* first, then the other secondary sources, then the primary sources.** NOTE: If you ever plan to take an elective in Church history or historical theology, keep your books! Don't sell them, or you'll just end up buying them again. It's better to highlight in the books, and keep them so you can refer to your highlights later. They will be valuable reference books for your library.

** To access the primary sources online, start from **www.JimPapandrea.com**, and click the tab for "Primary Sources Links." They are listed chronologically, so scroll down to find the assigned document on the list and click the link to read online. You may want to print the document so you can underline or highlight, however check the page count before you print.

3) Bi-Weekly Essays – Every two weeks, students will write an essay of approximately 1,000 words. The essay will be treated as though it's a blog answering a specific question. The questions will appear on moodle, and the essays must be created in MS Word, and will be turned in through moodle. In all the essays, the goal is to answer the question by articulating the historic (orthodox) doctrines of the faith and beliefs in ways that would be accessible to someone who has not been to seminary. The point is to demonstrate that you can teach these concepts. To that end, **you will not be allowed to use any direct quotations from secondary sources** (including the professor's books) – you must begin to find your own voice and practice teaching the concepts in your own words. The essays must reflect the assigned course readings and lectures, engaging both Scripture and Tradition (Tradition includes the primary sources of the Church fathers & mothers, the ecumenical councils, and the creeds). THEREFORE – EACH ESSAY MUST INCLUDE RELEVANT QUOTES FROM PRIMARY SOURCES. An essay that you could have written before taking this course would not be acceptable. The essays are to be written from course materials (primary sources, assigned secondary sources, lectures, charts, etc.). No additional research is necessary – do NOT use the internet as a resource for these essays, other than to access the primary sources. This is not the place to talk about what you personally believe, but rather to demonstrate your understanding of the foundations of the faith which you have received from those who have gone before you (Hebrews 12:1-2). You must use footnotes for your citations, and the **footnotes must contain page numbers. Citations without page numbers are unacceptable.** This means that if you plan to buy ebooks, also plan to spend time in the library looking up page numbers in the print copies of the books. **Ebook locator numbers are not acceptable.** Each essay will count for 15% of the course grade.

ESSAY DETAILS: The font must be easy to read, such as Times New Roman or Palatino, preferably size 11 or 12. Include a header (not a title page) with your name, the instructor's name (spelled correctly) and the date (you should always date your papers – they reflect your thoughts at a certain point in your journey), as well as page numbers.

Create a file name for your essay that has the following format: Your last name, first initial, the essay number (1 through 6), the initial of the semester (F for fall, or S for Spring) and the two-digit year. So for example if Clara Oswald were turning in her second essay in the Fall of 2017, the file name would be: **OswaldC2F17.doc**. ***Essays without the correct file name will not be accepted, and may be considered late.*** Make sure you plan ahead to be able to write the essays (and get editing/English help, if you need that) before they are due, since you can't start writing them until you've read the assigned readings and heard all the appropriate lectures/discussions. Do not consult with other students when working on the essays, do not use materials from outside the course, and do NOT use the internet for anything other than reading the primary sources.

NB: All work for this course must conform to accepted standards of academic ethics, including, but not limited to, the understanding that cheating and plagiarism are unacceptable (cf. Jeremiah 23:30!), and may result in failure of the course (see the relevant sections of the Academic Handbook for further information). **Even the reuse of your own work from outside the course, if used without citation, constitutes a form of plagiarism/cheating.**

How to Get an A in this Course:

First, read this whole syllabus carefully. This is your contract for the course. Keep up with the reading, which means keeping a detailed calendar and staying organized. Now – forget about any illusions you may have about keeping the books pristine so you can sell them. Plan to highlight and write in the margins. While you read, highlight anything that seems important, so you don't have to do the whole reading again. Before writing each essay, read again whatever you have highlighted. When it comes time to write the essay, start early enough so you have plenty of time to proofread several times. Go re-read what you highlighted in the relevant readings, and copy into your notebook anything from the highlighted text that is directly relevant to the topic of the essay. Note your source for each item, so that you don't forget what book it came from. Leave out what is not relevant, no matter how important it seems to be. Now go through your lecture/discussion notes, and highlight anything that is directly relevant to the topic of the essay. Do not highlight what is not relevant, no matter how important it seems to be. And DO NOT google the topic for more ideas. The internet is NOT your friend here, and it is a DANGEROUS shortcut that your professor can smell immediately in your essay. Take what is important and relevant from your notes and the readings, and **create a detailed outline**, with a logical progression of ideas from beginning to end, paying attention not to repeat concepts, unless you intend to repeat something for emphasis. Once you have the outline, put the notes and books aside, and you can write the essay from your outline. **NOTE: The professor or TA reserve the right to ask to see your outline if the essay lacks a logical flow.** DO NOT put a dictionary definition in your paper. Webster was not a theologian. Give credit for ideas that are not your own (from the books), but work hard to find your own voice – don't just echo the way the professor explains things. You have to learn to say it in your own words - your own way of articulating the doctrine of the Trinity, for example, that is both orthodox and appropriate for your audience. When the essay is done, print the essay out and read a hard copy, noting spelling and grammatical errors, and anything that doesn't flow. Edit the essay. Now proofread a couple more times. If you have a significant other (not a student) who is willing to read it for you, have him/her give you honest feedback. If this person can't understand it, don't just assume it's because he/she hasn't taken the class. It's your job to make it understandable. If you can't explain it, you don't know it. Proofread the essay one more time before turning it in. Use the correct file name format.

Required Reading (in addition to primary sources online):

Anselm of Canterbury: The Major Works by Anselm of Canterbury
(Oxford, ISBN: 978-0199540082) Price: \$8.77 on Amazon

The Witness of Early Christian Women: Mothers of the Church, by Mike Aquilina and Christopher Bailey
(OSV, ISBN: 978-1612788029) Price: \$13.95 on Amazon

Early Christian Worship, by Paul Bradshaw
(Liturgical Press, ISBN: 978-0814624296) Price: \$16.95 on Amazon

Reading the Early Church Fathers: From the Didache to Nicaea, by James L. Papandrea
(Paulist Press, ISBN: 978-0809147519), Price: \$24.95 on Amazon
NOTE: THIS BOOK WILL NOT BE ON RESERVE – YOU MUST HAVE YOUR OWN COPY

Trinity 101: Father, Son, Holy Spirit, by James L. Papandrea
(Liguori Publications, ISBN: 978-0764820823) Price: \$11.99 on Amazon
NOTE: THIS BOOK WILL NOT BE ON RESERVE – YOU MUST HAVE YOUR OWN COPY

Loving the Poor, Saving the Rich: Wealth, Poverty, and Early Christian Formation, by Helen Rhee
(Baker Academic, ISBN: 978-0801048241), Price: \$23.37

Perpetua's Passion: The Death and Memory of a Young Roman Woman, by Joyce E. Salisbury
(Routledge, ISBN: 9780415918374) Price: \$44.95 on Amazon

God's Battalions: The Case for the Crusades, by Rodney Stark
(Harper One, ISBN: 978-0061582608) Price: \$9.27 on Amazon

Does God Suffer?, by Thomas Weinandy
(University of Notre Dame Press, ISBN: 978-0268008901) Price \$35.00 on Amazon

PLUS: Additional Material to be E-Mailed to Students as Outlined in the Syllabus

OPTIONAL FILM: *Brother Sun, Sister Moon* (in the Garrett Library)

Course Schedule and Reading Assignments:

Note: The Doctor reserves the right to change or update the topics/readings schedule as needed.

PRE-COURSE READING: Reading to Prepare for First Class Meeting

First: READ THE SYLLABUS!

*Secondary Sources: Reading the Early Church Fathers: Introduction & Chapter 1
Does God Suffer, Chapters 1 & 2*

Map: East-West Map (Handout)

Chart: Roman Emperors Chart (Handout)

Meeting 1 - September 11 – What Do You Mean By “God”?

Read (September 12-17):

*Secondary Sources: Reading the Early Church Fathers: Chapters 2, & 3
Mothers of the Church, Chapters 1 & 2*

Does God Suffer?, Chapters 3, 4, & 5

Chart: Christology and Theology in the Sub-Apostolic Age (in Reading the Early Church Fathers)

Primary Source: Justin Martyr, Apology I

Meeting 2 – September 18 – Apostolic Succession and the Apologists (videos #2, #3, & #4)

ESSAY #1 DUE September 20

Read (September 21-24):

*Secondary Sources: Reading the Early Church Fathers: Chapter 4, 5, & Chapter 7 (just pp. 139-156)
Mothers of the Church, Chapter 3*

*Charts: Christology and Theology in the Third Century (in Reading the Early Church Fathers)
Important Theological Concepts and Doctrines (in Reading the Early Church Fathers)*

Primary Source: Irenaeus of Lyons, Demonstration (Proof) of the Apostolic Preaching (Teaching)

Meeting 3 – September 25 – The Theologians (videos #6, #7, & #8)

Read (September 26-October 1):

*Secondary Sources: Reading the Early Church Fathers: Chapter 6
Trinity 101: Introduction, and Chapter 1*

Does God Suffer?, Chapter 6

Chapter on Scripture and Tradition, by Papandrea (Handout)

*Charts: Assumptions of Patristic Exegesis (in Reading the Early Church Fathers)
The History of Patristic Exegesis (in Reading the Early Church Fathers)*

Primary Source: Tertullian, Against Praxeas

Meeting 4 – October 2 – The New Testament Canon and Patristic Exegesis (video #1 & #5)

ESSAY #2 DUE October 4

Read (October 5-8):

Secondary Sources: Reading the Early Church Fathers: Chapter 7 (pp. 156-175)
Loving the Poor, Saving the Rich (read the whole book)

Meeting 5 – October 9 - Persecution and the Controversies over the Lapsed and Baptism (videos #9, & #10)

Read (October 10-15):

Secondary Sources: Reading the Early Church Fathers: Chapter 8, Chapter 9 (just pp. 210–212)

Trinity 101: Chapters 2 & 3

On Inclusive Language and the Trinity, by Papandrea (Handout)

Charts:

The Creeds of Nicaea/Constantinople (Handout)

Christology and Theology in the Fourth Century (in *Reading the Early Church Fathers*)

Primary Sources: Edict of Milan (Handout)

Alexander of Alexandria's Letter to Alexander of Byzantium (324 CE)

Athanasius of Alexandria, *On the Incarnation of the Word*

Meeting 6 – October 16 – The Nicene Creed (videos #12, #13, #14, & #15)

ESSAY #3 DUE October 18

Read (October 19-22):

Secondary Sources: Reading the Early Church Fathers: Chapter 9 (pp. 212–219)

Trinity 101: Chapter 4, and Epilogue

Charts:

Christology and Theology in the Fifth Century (in *Reading the Early Church Fathers*)

Christological Options and Influences (in *Reading the Early Church Fathers*)

Primary Source: The Chalcedonian Definition (Handout)

*Primary Source: Vincent of Lerins, *The Commonitory**

Meeting 7 – October 23 – Christology and Ecclesiology (video #19)

Read (October 24-29):

Secondary Sources: The Eucharist: Eating is Believing, by Papandrea (Handout)

Early Christian Worship (the whole book)

*Primary Source: Ambrose of Milan, *On the Mysteries**

The Didache

Meeting 8 – October 30 – NO CLASS MEETING

ESSAY #4 DUE November 1

Read (November 2-5):

Secondary Sources: Perpetua's Passion, Salisbury (read the whole book BEFORE reading the primary source)

*Primary Sources: *The Diary of Perpetua**

The Diary of Egeria

Meeting 9 – November 6 – Women in the Early Church/Early Worship: Dr. Stephanie VanSlyke (video #20)

Read (November 7-12):

Secondary Sources: *Reading the Early Church Fathers*: Chapter 9 (pp. 200–210)

Mothers of the Church, Chapter 4

Does God Suffer?, Chapter 7

Charts: Pelagian Controversy (Handout)

Primary Source: **Augustine of Hippo, *The Confessions*** (the whole book)

Meeting 10 – November 13 – Augustine and Anthropology (videos #17 & 18)

ESSAY #5 DUE November 15

Read (November 16-26):

Secondary Sources: Chapter on the Office of the Papacy, by Papandrea (Handout)

Stark, *God's Battalions* (the whole book)

Primary Sources: ***Canticle of Brother Sun*** (Canticle of the Creatures)

Peace Prayer Attributed to St. Francis of Assisi

Optional Film: ***Brother Sun, Sister Moon***

NO CLASS MEETING ON NOVEMBER 20

Meeting 11 – November 27 – Papacy/Monasticism: From Hermits to Mendicants (video #16, #23, #24, & #25)

Read (November 28-December 3):

Secondary Sources: Chapter on the Communion of the Saints, by Papandrea (Handout)

Mothers of the Church, Chapter 5

Does God Suffer?, Chapter 8

“The Seattle Report” Joint Statement on Mary

Primary Source: **Pseudo-John the Theologian, *The Dormition of the Holy Theotokos***

Meeting 12 – December 4 – Mary and the Saints (videos #21 & #22)

Read (December 5-10):

Secondary Source: *Reading the Early Church Fathers*: Chapter 9 (Soteriology, & Conclusions, pp. 219-228)

Does God Suffer?, Chapters 9 & 10, and Conclusion

Primary Source: **Anselm of Canterbury, *Cur Deus Homo?***

Meeting 13 – December 11 – Theories of the Atonement (video #26)

ESSAY #6 DUE December 13

EXTRA CREDIT ESSAY DUE December 15 (optional)