

History of Christian Thought and Practice I
Course 501X

Garrett-Evangelical Theological Seminary

Course Syllabus: Spring 2020

DRAFT

Instructor:

Stephanie Perdew VanSlyke, M.Div., Ph.D.

Email: stephanie.vanslyke@garrett.edu

Mobile phone: 847-682-3431

Teaching Assistant:

Peter Smith

Email: Peter.Smith@garrett.edu

Course Description:

History of Christian Thought and Practice I provides an overview of the history of the Christian church and the development of its doctrines and practices from the first century of the Common Era through the Middle Ages. This is an online version of the on-campus History of Christian Thought and Practice I course. Course material is delivered via the Moodle Course Management System using written text, video, Power Point presentations (with audio), web links to documents and videos, and PDF handouts. Written course assignments are submitted via Moodle.

Purpose of the Course:

The purpose of this course is to survey the history of the Christian church from the first century through the schism of the Church and the Scholastic Period, with special emphasis on the first five centuries, in which the basic doctrines and practices of the faith developed. Because the Christian church emerged and grew in the midst of the Roman Empire, we will explore aspects of the social and political context in which the church was born. The sources for our study will be primary documents written in the early centuries of the church, secondary documents such as our textbooks, as well as evidence from material culture: archaeology, art, and artifacts.

Course Learning Objectives:

1. To understand the methods and sources we have for the study of early Christian history, as well as the limits of these methods and sources.
2. To learn to read primary texts from the early church, developing both a “hermeneutic of generosity” toward ancient, pre-modern authors, as well as a “hermeneutic of suspicion” regarding their rhetorical strategies.
3. To situate the history of the early church within the context of the Roman Empire and the end of the Jewish Second Temple Era, and to understand how Christianity began to distinguish itself from Roman culture and from Judaism.

4. To chart the transition of the Christian movement from an illegal religion to the imperial religion and reflect upon the implications of this transition for Christian self-identity and church organization.
5. To consider how the church attempted to govern itself and define basic doctrines and ethics through church orders, creeds, councils, and the formation of the New Testament canon.
6. To develop a basic theological understanding of the Trinitarian and Christological controversies of the early church, and to be able to articulate the historic doctrines of the Trinity and of the Two Natures of Christ using the vocabulary and concepts of early Christian thinkers.
7. To appreciate the diverse ways in which Christians of earlier eras practiced their faith in worship, Scripture reading, personal devotion, political witness, and community life, including the possibility of martyrdom, and the practices of monasticism and pilgrimage.
8. To develop the ability to see oneself as an heir to the thought and practice of the “great cloud of witnesses” who have gone before us.

Course Requirements:

Online Access: This course requires the following technological capabilities:

- Access to the Moodle course management system
- Ability to download or link to material within the class Moodle site, including pdfs and other documents. *Microsoft Power Point software, Adobe Flash Player and Adobe Acrobat PDF reader will be needed. If you do not have these on the computer you are using for class you will need to download up-to-date versions of each.*
- Ability to submit writing assignments through the class Moodle site in MS Word format
- An active email account and the ability to send and receive email

For help with your Moodle account, contact the Registrar. Access Moodle through <http://mygets.garrett.edu> or link to MyGETS through the Garrett-Evangelical website at www.garrett.edu

For help with computer requirements, contact GETS Computer Services.

Course Accessibility:

Garrett-Evangelical is committed to providing a quality theological education and will provide reasonable accommodations for documented conditions. Students requiring specific assistance such as classroom changes, alternative ways of note-taking, different classroom procedures, or alternative testing formats are urged to request the appropriate accommodations from the director of academic studies/registrar. The director of academic studies/registrar can advise students on other support services and resources, for example, diagnostic testing. Students must complete a request for accommodations using the form available from the director of academic studies/registrar or through MyGETS documenting their condition(s) through appropriate verification methods.

Course Material and Class Participation:

Each week beginning Tuesday February 4 and every following Tuesday morning, you will gain Moodle access to that week's course content. Content is posted by topic each week. Students may always go back and review material in subsequent weeks once it is posted to Moodle.

Attendance and Participation: Moodle allows the instructors to view how often and for how long each student logs onto the class site each week. This allows us to track 'attendance.' Should you miss a week's content when there is no assignment, there is time to catch up---but missing several weeks of content will generate an email of inquiry from the instructors with the possibility that you will be asked to discuss your ongoing participation or withdrawal from the course with the Dean of Students.

Reading: At best, read ahead or at least, read concurrently with the course content for the week. Review the guidelines for reading primary sources (posted on Moodle) before beginning readings from the primary sources.

Weekly Discussion Forum: You are required to post to the Moodle discussion forum each week. During week 1, post an introduction of yourself to the other students. Each of the following weeks, post one well-informed question or reflection gained from your reading for the week. The question or reflection should take account of the primary source material as well as the secondary sources. Once you have posted, monitor the forum to read other student's posts and the professor comments. Weekly Discussion Forum posts are evaluated on a participation/no participation format and account for 10% of the course grade. All posts should be posted no later than the Monday evening which concludes that week's topic and readings.

Writing:

There are four writing assignments for this course. Each is focused on what you have learned in class and in the assigned readings. The goal is to express what you have learned in your own words. Cite correctly, but minimally from the secondary sources, lest your paper read as a summary or book report. Citation from the primary sources is expected. Use of additional sources or online content will not be necessary

You will submit each writing assignment via Moodle. See the topics and further information at the end of the syllabus.

Reflection 1 and 2 are short, informal reflections to be typed directly into the Moodle assignment portal. Each Reflection counts for 15% of the course grade.

Essay 1 and 2 are longer, more formal essays which you will submit as an MS word document via Moodle. Each Essay counts for 30% of the course grade.

Policies:

- **Late assignments will not be accepted.**
- **All assignments must be completed to receive a passing grade for the course.**
- **The instructor does not grant extensions on course work except in cases documented by the Dean of Students Office.**
- **Submitting your paper to a student editor for help with writing or English as a Second Language does not grant you a late submission.** If you use GETS editing assistance, you must plan your work so that your papers in this class are still submitted by the due dates.

Grading: This course follows Garrett-Evangelical’s grading scale as described in the Academic Handbook

C range grades on papers indicate a partial engagement with the material; lack of accuracy in describing names, dates and terms; sloppiness in grammar, spelling and punctuation; incorrect use of citations and lack of coherence in chronology and expression of ideas.

B range grades on papers indicate an adequate engagement with the material; general accuracy in describing names, dates, and terms; general competency in grammar spelling and punctuation; correct use of citations; and basic coherence in chronology and expression of ideas.

A range grades on papers indicate a *thorough* engagement with the material; *complete accuracy* in describing names, dates, and terms; *precision* in grammar, spelling and punctuation; flawless use of citations **and** a sophistication, elegance and clarity of expression such that the essay shows unique insight into the questions at hand.

There is no A+ on the GETS grading scale.

Academic Ethics and Plagiarism: All work for this course must conform to the Seminary’s standards of academic ethics, including, but not limited to the understanding that cheating and plagiarism are unacceptable. Under the GETS plagiarism policy, the following constitute improper use of sources:

- Failure to put direct citations (word-for-word quotes) in “quotation marks.”
- Failure to provide complete citations (this course follows the Turabian protocol, see more below).
- Paraphrasing or borrowing the author’s main ideas but changing a few words in a sentence
- Borrowing the structure and main ideas of an author’s sentence while rearranging or substituting words
- Cutting and pasting from uncited sources and passing the work off as the student’s own

See the complete Plagiarism Policy on the GETS website and familiarize yourself with it before the beginning of the term.

Papers with improper use of sources, insufficient citation, or plagiarized material will automatically result in an F on the assignment in question and a report of a first incidence of plagiarism to the Registrar’s Office. If the Registrar verifies that there is a second incident, the assignment will result in an F and be referred to the Academic Dean, which could result in failure of the course or expulsion from the seminary.

Required Books (prices reflect Amazon paperback unless otherwise noted – some are cheaper in Kindle version)

Athanasius of Alexandria, On the Incarnation, with an Introduction by C. S. Lewis (Crestwood, NY: St. Vladimir’s Seminary Press, 2012) ISBN: 978-0881414271 \$13.65

Augustine of Hippo:

The Confessions, trans. Henry Chadwick (Oxford: Oxford University Press, 2009) ISBN: 978-0199537822 \$4.48

On Christian Teaching, trans. R. P. H. Green (Oxford: Oxford University Press, 2008) ISBN: 978-0199540631 \$6.37

Bradshaw, Paul. Early Christian Worship: A Basic Introduction to Ideas and Practice, second edition (Collegeville, MN: The Liturgical Press, 2010) ISBN: 978-0814624296 \$14.53

Burns, J. Patout, ed. Theological Anthropology (Minneapolis: Fortress Press, 1981) ISBN: 978-0800614126 \$20.98

Cohick, Lynn and Amy Brown Hughes, Christian Women in the Patristic World: Their Influence, Authority, and Legacy in the Second through Fifth Centuries (Grand Rapids, MI: Baker Publishing House, 2017) ISBN: 978-0801039553 \$23.79

Davies, Brian and G. R. Evans, eds., Anselm of Canterbury: The Major Works (Oxford: Oxford University Press, 2008) ISBN: 978-0199540082 \$11.45

Ferguson, Everett. Church History, Volume One: From Christ to Pre-Reformation, The Rise and Growth of the Church in Its Cultural, Intellectual, and Political Context (Grand Rapids, MI: Zondervan, 2005) ISBN: 978-0310516569 \$32.62 (Hardback)

Norris, Richard A., ed. The Christological Controversy (Minneapolis, MN: Fortress Press, 1980) ISBN: 978-0800614119 \$20.09

Papandrea, James L. Reading the Early Church Fathers: From the Didache to Nicaea (Mawah, NJ: Paulist Press, 2012) ISBN: 978-0809147519 \$15.55

Papandrea, James L. Trinity 101: Father, Son, Holy Spirit (Liguori, MO: Liguori Publications, 2012) ISBN: 978-0764820823 \$10.70

Rusch, William G., ed. The Trinitarian Controversy (Minneapolis, Fortress Press, 1980) ISBN 978-0800614102 \$20.48

Rhee, Helen. Loving the Poor, Saving the Rich: Wealth, Poverty and Early Christian Formation (Grand Rapids, MI: Baker Academic, 2012) ISBN 978-0801048241 \$23.37

Ward, Benedicta, trans. The Sayings of the Desert Fathers (Collegeville, MN: The Liturgical Press, 1984) ISBN 978-0879079598 \$13.23

A Note about the Readings: Primary and Secondary Sources

Primary Sources are those assigned readings (books or online) that are English translations of the actual writings of the early Christian authors (such as Augustine, Athanasius, Anselm, or some of the material in the *Theological Anthropology*, *Trinitarian Controversy*, or *Christological Controversy* books). *Secondary Sources* are those assigned readings that are contemporary commentaries on the primary source readings and authors, or are larger histories of the period we are studying. *Review the Guidelines for Reading Primary Sources on the course Moodle site before commencing work with Primary Sources. Read and reference only the versions the instructors recommend and offer in the links provided in the syllabus and on Moodle.*

Some of the primary source material is found online at
http://www.paulistpress.com/Pages/Center/online_res_rdng_fthrs.aspx
This is the companion website to Papandrea's book *Reading the Early Church Fathers*

Course Schedule and Reading/Writing Assignments

Week #1 – Week of February 4

Topics:

- +Review of Syllabus
- +Maps and Timelines
- +Reading Primary Sources
- +Roman Emperors Chart
- +The Roman Empire and the Jewish-Christian Parting of the Ways

Reading:

Ferguson, *Church History*, pp. 27-48

Papandrea, *Reading the Early Church Fathers*: Introduction, Chapter 1

Assignment: Post your Introduction to the rest of the class on Moodle

Week #2 –Week of February 11

Topics:

- +The Apostolic Fathers and the Sub-Apostolic Age
- + Philosophical Assumptions and Attributes of God

Reading:

Ferguson, *Church History* pp. 48-62

Papandrea, *Reading the Early Church Fathers* Chapter 2

Rhee, *Loving the Poor, Saving the Rich*, begin reading Chapters 1-4

Primary Source: Ignatius of Antioch: *Letter to the Ephesians, Letter to the Trallians, Letter to the Smyrneans* at
http://www.paulistpress.com/Pages/Center/online_res_rdng_fthrs.aspx

Assignment: Weekly discussion post

Week #3- Week of February 18

Topics:

- +The Apologists
- +Theology of the Second and Third Centuries

Reading:

Ferguson, *Church History*, pp. 63-77 and 85-104

Norris, *The Christological Controversy*, older edition (grey and red cover) pp. 1-10 or newer edition (white and red cover) pp. 1-8 [through Melito of Sardis in either volume]

Papandrea, *Reading the Early Church Fathers*, Chapters 3 & 4 and chart on p. 232

Rhee, *Loving the Poor, Saving the Rich*, finish reading Chapters 1-4; the rest is optional

Rusch, *The Trinitarian Controversy*, older edition (grey and green cover) pp. 1-7 or newer edition (white and green cover) pp. 1-6 [through the mid-Second Century material in either volume]

Primary Source: Justin Martyr, *First Apology* at

http://www.paulistpress.com/Pages/Center/online_res_rdnng_fthrs.aspx

Assignment: Reflection #1 due by 8pm CST Monday February 24

Week #4 – Week of February 25

Topics:

- +Patristic Exegesis and the Formation of the New Testament Canon
- +Continuing Developments in 2nd and 3rd Century Theology

Reading:

Burns, *Theological Anthropology*, pp. 1-28

Ferguson, *Church History*, pp. 110-146

Norris, *The Christological Controversy*, older edition (grey and red cover) pp. 10-16, 49-81 or newer edition (white and red cover) pp. 8-13, 37-63 [through Irenaeus, Tertullian and Origen in either volume]

Papandrea, *Reading the Early Church Fathers* Chapters 5 & 6, Chapter 7 pp. 139-156
& charts on pp. 233-237 and p. 241

Papandrea, *Trinity 101: Introduction*, Chapter 1

Rusch, *The Trinitarian Controversy*, older edition (grey and green cover) pp. 8-17 or newer edition (white and green cover) pp. 6-13 [through the Third Century material in either volume]

Primary Source: Augustine of Hippo, *On Christian Teaching* (hardcopy)

Assignment: Weekly discussion post

Week #5 – Week of March 3

Topics:

- + Christian Worship in the Second and Third Centuries
- + The Emergence of Church Orders, Creeds & Councils

Reading:

Bradshaw, *Early Christian Worship*, Christian Initiation: Parts 1, 2 & 3; Eucharist: Part 6; Liturgical Time: Parts 11, 12, 13 & 14

Cohick and Hughes, *Christian Women in the Patristic World*, pp. xix-xxxvii, chapter 3: Christian Women in Catacomb Art

Ferguson, *Church History*, pp.105-110, 147-158, 167-176

Primary Sources: *The Didache* and Irenaeus: *Demonstration (Proof) of the Apostolic Preaching*
http://www.paulistpress.com/Pages/Center/online_res_rdng_fthrs.aspx

Assignment: Weekly discussion post

Week #6– Week of March 10

Topics:

- Persecution and Martyrdom in the Second and Third Centuries:
 - + Perpetua & Felicitas
 - + The Decian Persecution
 - +The Baptism Controversy

Reading:

Cohick and Hughes, Chapters 1 and 2 (this contains primary source material for the week)

Ferguson, *Church History*, pp. 78-84, 144-146, 159-167

Papandrea, *Reading the Early Church Fathers*, Chapter 7 from bottom of p. 156 to end of chapter

Assignment: Weekly discussion post

Week #7- Week of March 17

Topics:

- + The Great Persecution: Diocletian and Galerius
- + A Christian Empire: Constantine's Rise to Power
- + The Development of Monasticism

Reading:

Cohick and Hughes, Chapter 4

Ferguson, *Church History*, pp. 177-191 (top of page), 227-237

Papandrea, *Reading the Early Christian Fathers*, Chapter 8: beginning through middle of p. 183

Primary Sources:

Ward, ed. *Sayings of the Desert Fathers*

The Edict of Galerius and *The Edict of Milan*

<http://www.fordham.edu/halsall/source/edict-milan.asp>

Assignment: Reflection #2 due by 8:00pm CST Sunday March 22 (submit on Sunday due to Spring Break)

Week #8-Week of March 24---Spring Break—No Class

Read Ahead, begin work on Essay #1!

Week #9- Week of March 31

Topics:

- + The Trinitarian Controversy I: The Arian Controversy and the Council of Nicaea
- + Post-Nicene Worship

Reading:

Bradshaw, *Early Christian Worship*, Christian Initiation: Parts 4 & 5; Eucharist: Parts 7, 8, 9& 10

Cohick and Hughes, Chapter 5

Ferguson, *Church History*, pp. 191-198, 244-254

Papandrea, *Reading the Early Church Fathers*: Chapter 8 middle of p. 183- top of 191
& chart, p. 239

Papandrea, *Trinity 101*: Chapters 3, 4 and Epilogue

Rusch, *The Trinitarian Controversy*, older edition (grey and green cover) pp. 17-129 or newer edition (white and green cover) pp. 13-103

Assignment: Weekly discussion post

Week # 10- Week of April 7

Topics:

- +The Trinitarian Controversy II: The Cappadocians & The Council of Constantinople
- +Christian Pilgrimage

Reading:

Cohick and Hughes, Chapters 6 and 8 (contains primary source material for the week); Chapter 7 pp. 157-174 top of page

Ferguson, *Church History*, pp. 199-226, 238-244

Papandrea, *Reading the Early Church Fathers*, Chapter 9 begin middle of page 210-top of 212

Rusch, *The Trinitarian Controversy*, older edition (grey and green cover) pp. 131-161 or newer edition (white and green cover) pp. 105-126

Assignment: Essay #1 due by 8pm CST Monday April 13

Week #11– Week of April 14

Topics:

- +Christology and Anthropology: Athanasius
- + Augustine of Hippo and the Donatists
- + The Controversy with Pelagius

Reading:

Burns, *Theological Anthropology*, pp. 12-22, 39-108

Cohick and Hughes, Chapter 7 pp. 174-188 (material on Monica)

Ferguson, *Church History*, pp. 268-285

Papandrea, *Reading the Early Church Fathers*, Chapter 9 p. 200- middle of p. 210

Primary Sources: Athanasius of Alexandria, *On the Incarnation of the Word*

Augustine of Hippo, *The Confessions*

Assignment: Weekly discussion post

Week #12— Week of April 21

Topics:

- The Christological Controversy:
 - + Apollinarius, Nestorius, Eutyches, Cyril of Alexandria
 - + The Councils of Ephesus and Chalcedon
 - +The Christological Definition of the Council of Chalcedon

Reading:

Cohick and Hughes, Chapter 9

Ferguson, *Church History*, pp. 255-267

Norris, *The Christological Controversy*, older edition (grey and red cover) pp. 83-106, 123-160 or newer edition (white and red cover) pp. 67-82, 95-122 [Athanasius, Apollinarius, Nestorius, Cyril either volume]

Papandrea, *Reading the Early Church Fathers*, Chapter 9 pp. 212-219
& charts on p. 238 & 240

Primary Source: *The Definition of Chalcedon* on Moodle

Assignment: Weekly discussion post

Week #13—Week of April 28

Topics:

+The Middle Ages and the Expansion of Christianity

+Medieval Liturgy

+The Rise of Islam and the Iconoclastic Controversy

Reading: Ferguson, *Church History*, pp. 286-305, 321-326, 353-381

Assignment: Weekly discussion post

Look ahead to Essay #2, you can already work on the Athanasius section!

Week #14—Week of May 5

Topics:

+The Rise of the Papacy

+Divergence and Split between East and West

+ Scholasticism and the Atonement

Reading:

Ferguson, *Church History*, pp. 301-220, 332-352, 382-421, 422-439

Primary Source:

Davies and Evans, eds., *Anselm of Canterbury, the Major Works*, Introduction, Chronology of Anselm's life, and *Why God became Man*

***Assignment:* Essay #2 due by 8pm CST Monday May 11!**

Writing Assignment Instructions

Reflections

Reflections #1 and #2 are short, fairly informal, imaginative writing assignments typed directly into the Moodle portal, 350-400 words each. Informal does not mean sloppy! Proofread, attend to spelling and grammar, and have a coherent outline of what you want to say before you type. Write a draft in longhand or in MS Word ahead of time if necessary.

Reflection #1: Apologetics Due by 8pm, Monday February 24

Reflection #1 focuses on Justin Martyr's *1st Apology* Chapters XXVII-XXIX. No outside citations needed. Just use Justin's *1st Apology* as your basis. *In this assignment you may use parenthetical references to chapters (XXVII), (XXIX) etc.*

Assignment topic: Imagine that you are a Christian in the second century who has converted from Roman/Gentile culture. Your family wants you to explain your claim that Christians observe very high moral standards. Concentrating on Justin's *1st Apology* XXVII-XXIX, describe some of your Christian ethics and values, and how they differ from Roman cultural values.

Reflection #2: Monasticism, due by 8pm, SUNDAY March 22 (due to spring break)

Reflection #2 focuses upon Christian monasticism as it develops in the early church. *You may use parenthetical references in this reflection.*

Assignment Topic: Drawing upon what you have learned about Christian monasticism, reflect upon why you would or would not have been drawn to a monastic life had you been a Christian in the third or fourth centuries. If you would have been attracted to life in solitary or communal monasticism, why? If not, why not? Focus upon devotional, spiritual, theological, ethical, or political reasons for your choice, and draw upon the primary sources.

Essays

Essays #1 and #2 are formal, scholarly papers. Read the assignment topic carefully before writing. It is STRONGLY SUGGESTED that you make an outline of your paper, in chronological order, ensuring that each topic is covered and weeding out extraneous material, and then compose your essay based on your outline. First drafts are not required, but the Teaching Assistant is willing to review outlines or drafts in advance and comment upon organization or general arrangement of ideas.

Create and submit these essays in MS Word so that the instructors can use the "review" feature to comment upon them. Your papers should be double-spaced with standard margins and font 11 or 12, Times New Roman or Palatino. Include a header with your name and the date, and number the pages. A cover page is not necessary.

Create a file name for your paper as follows: Your last name, first initial, assignment name (Essay1 or Essay2) and S for spring and 20 for the year. So if I were turning in my first essay my file name would be: VanSlykeSEssay1S20.docx

******The professors cannot keep track of multiple papers titled "Trinity" or "Essay 1" so your file must be named in this format. If it is not, it will be returned to you for re-naming and it will be downgraded one half grade until it is resubmitted correctly.**

Citations: Essays 1 and 2 should conform in style to the scholarly format and use of citations described in A Manual for Writers of Term Papers, Theses, and Dissertations by Kate Turabian. If you are not familiar with this citation protocol please read Turabian's manual or seek assistance via the library. Use the MS Word "references" feature to place footnotes within the body of the paper. Then place the full citation to the reference in the note at the bottom of the page. You may use "ibid" for sequential references to the same source. A list of works cited or a bibliography is not needed since you are footnoting only material assigned for class.

Essay #1: Doctrine of the Trinity due by 8pm, Monday April 13

Your first Essay focuses on the development of the Doctrine of the Trinity in the second-fourth centuries of the Common Era. The goal of this essay is to demonstrate that you are familiar with the theologians of the time and their ideas; that you can use their vocabulary, and that you know what it means and why it matters. This is not a research paper. You will not need to refer to any sources besides those assigned in class. Paper length should be 6-8 pages.

Assignment Topic: Trace and explain the development of the Doctrine of the Trinity from the second century through the councils of Nicaea and Constantinople. Focus upon:

- +The second and third century: heterodox extremes and emerging orthodox middle
- + The Arian Controversy: Arius, Alexander of Alexandria, Athanasius
- +The Nicene Creed of 325
- +The Cappadocians, the Council of Constantinople, and the Creed of 381

Essay #2: Christology and Atonement, due by 8pm, Monday May 11

Your second essay focuses upon Christology and Atonement through a comparison and contrast of the theologians Athanasius of Alexandria and Anselm of Canterbury. The goal of this essay is to demonstrate that you are familiar with Athanasius' *On the Incarnation of the Word* and Anselm's *Cur Deus Homo (Why God became Human)* and can compare, critique, and contrast the Christologies therein. This is not a research paper and you will not need to refer to any works other than these two assigned readings. This paper should be 8-10 pages in length.

Assignment Topic: Compare and contrast Athanasius and Anselm as you reflect upon the following questions:

- +In each of their views, how does anthropology influence soteriology: what is the human predicament and how does Christ solve it or save us from it?—compare and contrast.
- +In each of their views, why did Christ become human?—compare and contrast.
- +In each of their views, why did Christ die?—compare and contrast.
- + In each of their views, what is the significance of the resurrection?

