



**NEW ORLEANS**  
BAPTIST THEOLOGICAL SEMINARY

**HIST 5300 History of Christianity 1: Early to Medieval**

New Orleans Baptist Theological Seminary  
Theological and Historical Studies Division

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Culture  
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Teaching Assistant

**Classes Meet: Mondays 1:00 – 2:50 PM**  
**8/27, 9/10, 9/24, 10/8, 10/22, 11/5, 11/2, 12/3**  
**1:00 -2:50pm EST**

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*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.*

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“The further backward you look, the further forward you can see.” Winston Churchill

**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.

**Core Value Focus**

This year’s core value is **Doctrinal Integrity**: *Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it.*

**Curriculum Competencies**

The seminary has seven curriculum competencies: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course addresses Christian Theological Heritage.

**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 study of significant ideas, individuals, movements, institutions, and crisis in the story of Christianity prior to the Protestant Reformation.

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## Student Learning Objectives

1. The student demonstrates an understanding of significant individuals, movements, institutions, and theological concepts in the history of Christianity.
2. The student demonstrates an ability to apply principles learned from the study of the history of Christianity to church and ministry today.
3. The student demonstrates an ability to communicate understanding and application of principles learned from the study of the history of Christianity.

## Required Resources

There are two (3) required books and three (3) supplemental books for this class.

[BE] Bettenson, Henry and Christ Maunder, eds. *Documents of the Christian Church*. 4th ed. New York: Oxford University Press, 2011. ISBN-13: 9780199568987 ISBN-10: 0199568987

[G] Gonzalez, Justo L. *The Story of Christianity*, Vol 1: The Early church to the Dawn of the Reformation. 2<sup>nd</sup> ed. San Francisco: Harper & Row, 2010. ISBN-13: [9780061855887](#) ISBN-10: [006185588X](#) If you decide to purchase another edition, you will need to follow the chapter outlines from the 2<sup>nd</sup> edition.

[N] Noll, Mark A. *Turning Points: Decisive Moments in the History of Christianity*. 3<sup>rd</sup> ed. Grand Rapids, MI: Baker Academic, 2012. ISBN-13: 9780801039966 ISBN-10: 0801039967

## Course Requirements

Professor reserves the right to make changes to the requirements as needed.

1. **Embedded Assignment: This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to this rubric.** Read Noll, *Turning Points: Decisive Moments in the History of Christianity*. Each student will write a book review of Mark Noll, *Turning Points*. The review should be between six to eight double-spaced typewritten pages in length and contain:
  - a. a bibliographical entry at the top of the first text page of the review;
  - b. a brief biographical sketch of the author;
  - c. a two to three page summary of the contents of the book, with a view to the significant individuals, movements, institutions, and doctrines in the history of Christianity;
  - d. a discussion of principles learned from the history of Christianity in this book
  - e. an evaluation of the impact of this book and the study of Christian history on the student's life and ministry.

- f. All quotations and direct references to sections in the book should be indicated by page numbers within parentheses. Citations or paraphrases from other sources should be noted and documented using either footnotes or endnotes.

**Embedded Assignment Assessment Rubric for HIST5300 History of Christianity:  
Reformation-Modern**

Semester \_\_\_\_\_

Section \_\_\_\_\_

DOMAIN	LEVEL	INADEQUATE (0 PTS)	BASIC (1 PT)	COMPETENT (2 PTS)	GOOD (3 PTS)	EXCELLENT (4 PTS)
UNDERSTANDING	Able to <b>Understand</b> significant individuals, movements, institutions, and theological concepts in the history of Christianity					
APPLICATION	Able to <b>apply</b> principles learned from the study of the history of Christianity to church and ministry today					
COMMUNICATION	Able to <b>communicate</b> understanding and application of principles learned from the study of					

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	the history of Christianity					
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2. *Integration with life and ministry* – The purpose of this assignment is to assist you in integrating the study of history to your life and ministry. Write a 950 word essay on the following topic: Why is the study of history important in my life and ministry? Reflect the notes shared in the class.
  
3. *Journal Article Critique*: The purpose of this particular assignment is to (1) equip you to read and critically evaluate master level works and integrate your learning to your ministry, (2) expose you to specific areas in historical studies, historiography, founders, and heroes of the faith and (3) prepare you for work essential for advanced studies. Students must complete 2 JAC. To complete each Journal Article Critique (JAC), students will find a peer-reviewed, scholarly journal article on a topic covered in the course and write a two-page, double-spaced critique that adheres to Turabian style. Both critiques must also contain a cover page and four subheadings: Introduction, Summary, Critical Evaluation, and Conclusion. Professor must approve the JAC Topic. All quotations and direct references to sections in the journal should be indicated by page numbers within parentheses. Citations or paraphrases from other sources should be noted and documented using either footnotes or endnotes.
  - a. *JAC1* – Historiography – Define historiography and read an article on the contribution to historical writing by any of the following historians: John Fox, F.C. Baur, Jean Henri Merle d’Aubigné, William Cunningham, Philip Schaff, Adolf von Harnack, Kenneth Scott Latourette, Williston Walker, William W. Sweet, Roland Bainton, Haroslav Pelikan [You may want to consult, Michael Bauman and Martin I. Klauber, *Historians of the Christian Tradition: Their Methodology and Influence on Western Thought* Nashville, TN: B&H, 1995)
  - b. *JAC2* - The historical problem with Christ - read an article on any of seven ecumenical councils.
  - c. *JAC3* – Martyrs, Activities, and Heroes of the faith. Read an article on any of the heroes of our faith up to but not including the Reformation. What contribution did this martyr, activist, or hero make to history and, in particular, to your worldview?
  
4. *Creative Group Presentation*: The purpose of this exercise is to assist you to become familiar with a significant historical event and how the event impacts your life and ministry and then allow you to use your creativity to share your findings with an audience. You have a choice to present the project as a group: (1) of one (you alone) or (2) partner with another student. Each group will prepare a 30 minute or less presentation on the assigned project. The presentations must be substantive and reflect critical thinking. They cannot be simply a download of content or boring. Use your creativity, think about your audience. My hope is that you can use this presentation in your ministry setting.

- a. What should we do when they hate us? Study the ten (10) persecutions of the Christian church from Nero (64-68 AD) to Diocletian and Galerius (303-324 AD), look for patterns and trends in regard to reasons for the persecution, extent of the persecution, as well as Christian responses and its effect of society and the church. Look for current world patterns or trends and forecast the future of Christianity in North America. See <http://www.religionfacts.com/christianity/history/persecution.htm> for good beginning
- b. Who in their right mind takes a vow of poverty, obedience, and chastity in the name of Jesus? Study and provide an evaluation of the monastic movement of the western church [see [https://en.wikipedia.org/wiki/Christian\\_monasticism](https://en.wikipedia.org/wiki/Christian_monasticism) and <http://www.relevantmagazine.com/god/church/features/21029-the-new-monastics> for a good beginning]. Look for current monastic patterns or trends and rationales for monastic life in the post-modern world. Visit and interview Ignatius House, Jesuit Retreat Center, 6700 Riverside Dr. NW, Atlanta, GA 30328
- c. What were the crusades all about? Study the nine (9) crusades (good beginning point might be <http://www.middle-ages.org.uk/the-crusades.htm> ). What can we learn from the crusades that will be helpful in our conversations with Muslims and others who have a different worldview about the crusades?
- d. What is a heresy and how would I recognize it? Study the ancient heresies and develop a definition and characteristics of a heresy. As a part of your presentation, cover the ancient heresies and then identify what you consider are the modern heresies (a good beginning [https://en.wikipedia.org/wiki/Heresy\\_in\\_Christianity](https://en.wikipedia.org/wiki/Heresy_in_Christianity) )
- e. Why do churches divide? Beginning with the division between East and West: The Great Schism (1054) (see Noll, Mark A. *Turning Points: Decisive Moments in the History of Christianity*. Grand Rapids: MI, 2000) Discuss the elements of the division, the leadership, and mechanism of control which created the Orthodox Church. What trends and patterns do you see occurring today in the SBC that should worry Christians? You might want to read [https://en.wikipedia.org/wiki/East–West\\_Schism](https://en.wikipedia.org/wiki/East–West_Schism) and <http://orthodoxinfo.com/general/greatschism.aspx> as a beginning.
- f. A topic of your choosing (you must have the professor's approval).

**5. Unit Quizzes:** The purpose of this assignment is to measure your cognitive knowledge of the materials covered. There will be six (6) unit tests given throughout the semester. Tests will be available throughout the course and must be completed on or before class period of the date due. Each test will last 20 minutes and be timed. Exams should be taken without notes in front of you. Please study for the test, then take it “open memory.” You are on the honor system. Tests must be completed on or before the class meets on the due date.

#### VIII. Possible Points & Grading Scale:

Quizzes (6 Unit quizzes)

50%

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<i>Creative Group Presentation:</i>	20%
Interactive Essay	15%
Journal Article Critiques	10%
Class participation	5%
<b>Total</b>	<b>100%</b>

Grading Scale:

<b>Grade</b>	A	B	C	D	F
<b>Percentage</b>	93-100%	85-92%	77-84%	70-76%	Below 70%

### Course Teaching Methodology

#### A Note about Web-Based Learning

Web-based courses are, by nature, a different kind of learning experience than courses based in the traditional classroom. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy. Hybrid courses allow room for independent learners to thrive—to work at your own pace, to engage in student-led discussions, and to take ownership of the course content. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom settings. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. Note that your professor is praying for your success.

#### Course Policies:

1. *Attendance and Participation:* Attendance at class sessions is mandatory. Please consult the catalogue for absence policy. A grade of “F” will be assigned to students who fail to attend class the required minimum number of hours. Should a student miss a class period, it is the responsibility of the student to obtain class notes. The professor does not provide copies of lecture notes.
2. *Use of Computers and Cell Phones in Class.* Unless otherwise directed by the professor, all computers must be turned off. Cell phones must be on vibrate and cannot be used for calls, texting, or surfing during class time. If this your family please step outside of the classroom.
3. *No Late Assignments Accepted:* No late assignments and/or tests will be accepted. The instructor may consider exceptions in cases of emergency or other extenuating circumstances. No extra points will be awarded for early submission. If no date is given then the assignment is due on the last day of class.
4. *Professor Availability and Feedback:* The professor will answer most emails within 24-48 hours.

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5. **Plagiarism** : If you copy another author’s work and present it as your own, you will be caught, and the penalty could be failure on that assignment or the course or **expulsion** from the Seminary

**Emergency Plan**

In the event of a hurricane or other emergency, go to the seminary web site for information: [www.nobts.edu](http://www.nobts.edu) Also, students should use Blackboard to follow any announcements that may be posted. Students should ensure their current email address is updated on Blackboard.

**Need technical assistance? Contact the ITC today!**

**Selfserve@nobts.edu** - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)

**BlackboardHelpDesk@nobts.edu** - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).

**ITCSupport@nobts.edu** - Email for general technical questions/support requests.

**504.816.8180** - Call for any technical questions/support requests.

**www.NOBTS.edu/itc/** - General NOBTS technical help information is provided on this website.

**Course Schedule: The professor has the right to amend this syllabus at his discretion.**

**Classes Meet: Mondays 1:00 – 2:50 PM**

	Date	Topic/Unit	Assignments Due
<b>Class Meets</b>			
1	Aug 27	Introduction to course/Historiography The church growing	
Labor Day September 3 – No Class			
2	September 10	Unit 1	
	17		JAC 1 Due
3	24	Unit 2	
	October 1		JAC 2 Due
4	8	Unit 3	
Fall Break October 15-19 No Classes			
5	22		Creative Projects

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			Due
	29	Unit 4	
6	November 5		Interactive Essay Due
7	12	Unit 5	
Thanksgiving Break November 19-23 No Classes			
	26	Unit 6	
8	December 3		

### Selected Bibliography

- Baker, Robert A. *A Summary of Christian History*. Revised by John M. Landers. Nashville: Broadman & Holman Publishers, 1994.
- Boer, Harry R. *A Short History of the Early Church*. Grand Rapids: William B. Eerdmans Publishing Company, 1976
- Brown, Harold O. J. *Heresies: The Image of Christ in the Mirror of Heresy and Orthodoxy from the Apostles to the Present*. Grand Rapids: Baker Book House, 1984.
- Brown, Peter. *The Rise of Western Christendom*. New York: Blackwell, 1996.
- Davis, Leo Donald. *The First Seven Ecumenical Councils (325-787): Their History and Theology*. Theology and Life Series 21.
- Douglas, J. D., ed. *The New International Dictionary of the Christian Church*. Grand Rapids: Zondervan Publishing House, 1978.
- Erickson, Millard J. *Christian Theology*, 2<sup>nd</sup> edition. Grand Rapids, MI: Baker Books, 1998.
- Gonzalez, Justo. *A History of Christian Thought: From the Beginnings to the Council of Chalcedon*. Nashville: Abingdon, revised edition 1988.
- Gonzalez, Justo. *A History of Christian Thought: From Augustine to the Eve of the Reformation*. Nashville: Abingdon, revised edition 1988.
- Gonzalez, Justo. *A History of Christian Thought: From the Protestant Reformation to the Twentieth Century*. Nashville: Abingdon, revised edition 1988.

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Hinson, Glenn. *Understandings of the Church*. Minneapolis: Fortress Press, 1986 (reprint edition from Wipf and Stock).

Kelly, Joseph F. *World of the Early Christians*. Collegeville: The Liturgical Press, 1997

Kelly, J. N. D. *Early Christian Doctrines*, revised edition. New York: HarperSanFrancisco, 1978.

Lightfoot, J. B. and Harmer, J. R., revised by Holmes, Michael W. *The Apostolic Fathers: Greek Texts and English Translations of Their Writings*. 2nd edition. Grand Rapids: Baker Book House, 1992.

Longenecker, Richard N., editor. *Community Formation in the Early Church and in the Church Today*. Peabody, MA: Hendrickson, 2002.

Pelikan, Jaroslav. *The Christian Tradition: A History of the Development of Doctrine*. 5 volumes. Chicago: The University of Chicago Press, 1971-1989.

Shelley, Bruce L. *Church History in Plain Language*. Updated 2<sup>nd</sup> edition. Dallas: Word Publishing, 1995.

## Online Resources

### Two Comprehensive Web Sites

#### [The ECOLE Initiative](http://www2.evansville.edu/ecoleweb/)

<http://www2.evansville.edu/ecoleweb/>

The Early Church On-Line Encyclopedia (ECOLE) initiative is a cooperative effort on the part of scholars across the Internet to establish a hypertext encyclopedia of early Church history (to the Reformation) on the World Wide Web. In addition to the articles on specific topics, there is much other relevant information including a chronology, glossary and links to other World-Wide Web resources. An excellent place to begin research on the early church on the Internet.

#### [ORB: The On-line Reference Book for Medieval Studies](http://www.the-orb.net/)

<http://www.the-orb.net/>

“ORB is an academic site, written and maintained by medieval scholars for the benefit of their fellow instructors and serious students. All articles have been judged by at least two peer reviewers” (from the website). Includes an encyclopedia, archive, resources for teaching, items of particular interest to nonspecialists, and links. Users of this guide may find the section in the encyclopedia on “Late Antiquity in the Mediterranean”

(<http://www.nipissingu.ca/departement/history/MUHLBERGER/ORB/LT-ATEST.HTM>) of particular use.

## Course Supplements

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**[Byzantium: Byzantine Studies on the Internet](http://www.fordham.edu/halsall/byzantium/)**

<http://www.fordham.edu/halsall/byzantium/>

Edited by Paul Halsall (Fordham University), this is a course supplement for Byzantine Studies including an archive of articles, a gallery of Byzantine icons, and links to other sites.

**[Worlds of Late Antiquity](http://ccat.sas.upenn.edu/jod/wola.html)**

<http://ccat.sas.upenn.edu/jod/wola.html>

A very fine website by James O'Donnell, which houses his pages on Augustine, Cassiodorus, and more.

**Translations Online**

**[Guide to Early Church Documents](http://www.iclnet.org/pub/resources/christian-history.html)**

<http://www.iclnet.org/pub/resources/christian-history.html>

“This hypertext document contains pointers to Internet-accessible files relating to the early church, including canonical documents, creeds, the writings of the Apostolic Fathers and other historical texts relevant to church history.” Also contains secondary literature.

**[Early Church Fathers](http://www.ccel.org/fathers2/)**

<http://www.ccel.org/fathers2/>

Venerable English translations from the 38-volume collection divided into three series: Ante-Nicene (ANF), Nicene and Post-Nicene Series I (NPNF1), and Nicene and Post-Nicene Series II (NPNF2), courtesy of Wheaton College. The site **[New Advent: Fathers of the Church](http://www.newadvent.org/fathers/)** (<http://www.newadvent.org/fathers/>) is similar and draws on the same translations.