

**THEO6325 Ancient & Medieval Theology**  
**FALL 2020; FRIDAYS 8:00-10:50 a.m.; NOLA2U LIVE**  
**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**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

## **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. The core value focus for the 2020-2021 academic year is Mission Focus: “We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.”

## 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.
- Anatolios, Khaled. *Retrieving Nicaea: The Development and Meaning of Trinitarian Theology*. Grand Rapids, MI: Baker, 2011.
- Ayres, Lewis. *Nicaea and its Legacy: An Approach to Fourth-Century Trinitarian Theology*. Oxford: Oxford Press, 2004.
- Brown, Harold O. J. *Heresies: Heresy and Orthodoxy in the History of the Church*. Peabody, Mass.: Hendrickson Publishers, 1998.

- Di Berardino, Angelo and Basil Studer, *History of Theology*, vol I, *The Patristic Era*, trans. Matthew J. O'Connell. Collegeville, MN: Liturgical Press, 1997.
- D'Onofrio, Guilio. *History of Theology*, vol II, *The Middle Ages*, trans. Matthew J. O'Connell. Collegeville, MN: Liturgical Press, 2008.
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- . *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.
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- Levy, Ian Christopher. *Introducing Medieval Biblical Interpretation: The Sense of Scripture in Premodern Exegesis*. Grand Rapids, MI: Baker, 2018.
- Maurer, Armand A. *Medieval Philosophy*. Toronto: PIMS, 1982.
- 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.
- O'Keefe, John J. and R. R. Reno, *Sanctified Vision: An Introduction to Early Christian Interpretation of the Bible*. Johns Hopkins, 2005.
- 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.
- Wilken, Robert Louis. *The Spirit of Early Christian Thought: Seeking the Face of God*. New Haven, CT: Yale University Press, 2005.

## 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 October 30, 2020**

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 13, 2020**

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 4, 2020**

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.

If you are taking this course as a NOLA2U Live student, please note the following attendance policies:

- a. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
- b. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog. (See page 184 in the graduate catalog: <https://www.nobts.edu/resources/pdf/academics/GraduateCatalog.pdf> ).
- c. Technical issues will not be considered a valid reason for missing a class session.

### **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).

## **5. Writing Helps**

*NOBTS Writing Center:* Students have access to *Write Stuff, the NOBTS Writing Center*. Information about the Writing Center and the process for submitting papers can be found at <http://www.nobts.edu/writing>. The writing center staff will review the paper and work with the student as necessary to improve it before the final paper is submitted. Working with the writing center should help you in all of your academic writing, as well as help you produce an excellent biography for this course.

*Safe Assignment:* Blackboard offers a service known as “SafeAssignment.” If you click on “Assignments” on the left menu, you will be directed to Major Research Papers and another link that says “View/Complete.” Follow the instructions there to submit a draft of your paper for review.

A paper submitted through this service will be compared to other papers in the database and checked for the percentage of copying from other sources. Your work will not be used for any purpose other than preventing plagiarism in the Seminary and other participating institutions. Ownership of the intellectual property contained in your written work will not be transferred to any third party.

Your paper will be assessed for the amount of material copied from other sources and returned to you. The highlighted passages do not indicate plagiarism necessarily, but they point out the percentage of your paper that can be found in other sources. You need to be sure that you properly quote and cite such passages, and you may need to put more of your paper in your own words.

By the way, you probably will find that your footnotes and bibliographical entries are highlighted. That should be expected, since the papers in the database also cite the same sources that you use.

*Style Guide:* A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center’s page on the seminary website at: [https://www.nobts.edu/\\_resources/pdf/writing/StyleGuide.pdf](https://www.nobts.edu/_resources/pdf/writing/StyleGuide.pdf)



## Extra Credit

### **1. 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.**

### **2. ETS Report**

Students attending the annual national meeting of the Evangelical Theological Society in Providence, RI on November 17-19, 2020 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>.

<b>THEO5310 Fall 2020</b>				
<b>Reading and Assignments Schedule</b>				
<b>Date</b>	<b>Topic</b>	<b>Assignments</b>	<b>Presenters / Topic</b>	
<b>8/28</b>	Course Introduction Prolegomena	González, 23-60	<b>Wittman</b>	Introduction to Historical Theology
<b>9/4</b>	Apostolic Fathers Greek Apologists Early Heresies	González, 61-156	<b>Butler</b>	Apostolic Fathers
			<b>Wittman</b>	Gnosticism and the Birth of Doctrine
<b>9/11</b>	Irenaeus Tertullian Clement of Alexandria Origen	González, 157-246	<b>Butler</b>	Second-Century Western Developments
			<b>Wittman</b>	Third- and Fourth- Century Eastern Developments
<b>9/18</b>	After Nicaea	González, 247-325 <b>Paper Topics Due</b>		Origen
				Athanasius
				Cappadocian Fathers
				Nestorius
<b>9/25</b>	Fifth-Century Christology	González, 326-383		The Council of Chalcedon
				Augustine
<b>10/2</b>	The Birth of Medieval Theology	Van Nieuwenhove, 1-55		Pseudo-Dionysius
				Gregory I
<b>10/9</b>	Sixth-Century Theology Carolingian Theology	Van Nieuwenhove, 56-98		Eriugena
				Anselm
<b>10/16</b>	Western Theology in the Eleventh- and Twelfth- Centuries	Van Nieuwenhove, 99-147		Abelard
				Lombard
<b>10/23</b>	<b>FALL BREAK</b> “...give him rest from days of trouble. . .” (Psalm 94:13)			
<b>10/30</b>	Thirteenth-Century Western Theology	Van Nieuwenhove, 167-225 <b>Research Papers Due</b>		Aquinas
				Scotus
<b>11/6</b>	Fourteenth-Century Western Theology	Van Nieuwenhove, 229-284		Ockham
				Eckhart

<b>THEO5310 Fall 2020</b> <b>Reading and Assignments Schedule</b>			
<b>Date</b>	<b>Topic</b>	<b>Assignments</b>	<b>Presenters / Topic</b>
<b>11/13</b>	Paper Presentations		1. _____ 2. _____ 3. _____ 4. _____
<b>11/20</b>	Paper Presentations	<b>Book Reviews Due</b>	5. _____ 6. _____ 7. _____ 8. _____
<b>11/27</b>	<b>THANKSGIVING BREAK</b> <i>“...The one who offers thanksgiving as his sacrifice glorifies me” (Psalm 50:23)</i>  <b>Following Thanksgiving Break, all students will connect to class via BlueJeans technology.</b>		
<b>12/4</b>	Paper Presentations		9. _____ 10. _____ 11. _____ 12. _____
<b>12/11</b>	Paper Presentations Final Class Discussion	<b>Final Exams Due</b>	13. _____ 14. _____ 15. _____ 16. _____

### ADDITIONAL BIBLIOGRAPHY

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- 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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- Bird, Michael F. *What Christians Ought to Believe: An Introduction to Christian Doctrine through the Apostles' Creed*. Grand Rapids, MI: Zondervan, 2016.
- Bird, Michael F., Craig A. Evans, Simon Gathercole, Charles E. Hill, and Chris Tilling, *How God Became Jesus: The Real Origins of Belief in Jesus' Divine Nature—A Response to Bart D. Ehrman*. Grand Rapids: Zondervan, 2014.
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- Davies, Brian. *Thomas Aquinas's Summa Theologiae: A Guide and Commentary*. Oxford: Oxford University Press, 2014.
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