**Syllabus**

**03HT5100R: History of Christianity I**

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**Course description:**

The general introduction to Christianity in the early and medieval periods focuses on Christian doctrines and great leaders from Justin Martyr to Martin Luther who made contributions of lasting significance to the Christian church.

**Goals:**

1. The student will be *introduced* to the history of the Christian church in its first fifteen centuries, particularly emphasizing the way certain beliefs and practices have shaped Christian identity.
2. Through the lectures, the student will be *exposed* to the cultural and political contexts of Christian thought and *develop* a greater critical appreciation for the Christian tradition.
3. Through the reading and discussions, the student will be *oriented* to key figures, beliefs, practices, and stories in the life of the Christian church and will *explore* how they relate to contemporary Christian life and ministry.
4. Through the final exam, the student will *reflect* on how Christian identity, as represented in the first fifteen centuries of the church, continues to have relevance for contemporary Christian life and ministry.

***Required texts:***

Justo Gonzalez, *The Story of Christianity, vol. 1: The Early Church to the Reformation, 2nd edition* (New York: HarperOne, 2010); ISBN: 978-0061855887

^Hugh T. Kerr, *Readings in Christian Thought*, 2nd edition (Nashville: Abington, 1990); ISBN: 978-0687355471

^Michael Reeves, *Theologians You Should Know: An Introduction from the Apostle Fathers to the 21st Century* (Wheaton: Crossway, 2016); ISBN: 978-1433550867

Vince L. Bantu, *A Multitude of All Peoples: Engaging Ancient Christianity’s Global Identity* (Downers Grove, IL: IVP, 2020); ISBN: 978-0830851072.

*^Also used if you take Dr. Lucas for History of Christianity II*

**Requirements and Grading:**

1. *Regular class attendance and online discussion participation (25%).* There will be three weeks where we will have online discussions. On Monday of that week, I will post a discussion question for the readings (see the schedule for those weeks). The student will post **twice** each week in order to receive full weekly points.
2. *Reading* (30%). The reading grade is broken into three parts:
   1. 1 five-page response paper for *A Multitude of All Peoples* (10%)
   2. Final reading summary (20%)
3. *Gonzalez tests* (20%). You will have two (2) examinations on the assigned Gonzalez readings.
4. *Final exam* (25%). More information on this will be given later in the semester.
5. *Grading scale (standard RTS scale):*

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| 97-100 | A |
| 94-96 | A- |
| 91-93 | B+ |
| 88-90 | B |
| 86-87 | B- |
| 83-85 | C+ |
| 80-82 | C |
| 78-79 | C- |
| 75-77 | D+ |
| 72-74 | D |
| 70-71 | D- |
| Below 70 | F |

As part of our purpose to train servants of the triune God to walk with God in all of life, we expect godly integrity in the academic work done at RTS. God’s covenant with His people calls for honesty and a commitment to truth (as in the 9th commandment). As we live in that covenant and in community with one another, upholding truth is an essential duty. Specifically applied to academic labors, this means that we accurately represent our work to others. In other words, neither cheating nor plagiarism is tolerated.

**Instructions on particular assignments:**

1. *Online discussion*
2. On three separate weeks (see the syllabus schedule for dates), there will be a discussion question related to course reading.
3. You will need to post twice during the week: your first post will be a response to the discussion question and your second post will be a response to someone else’s comment—whether a fellow classmate or the instructor.
4. To receive full points for the week, you will need to post twice. If you post once, you will receive half points; if you don’t post at all, you receive no points.
5. You will only be able to post in the week for the discussion—from Monday to Sunday. No late posts will be accepted.
6. Your posts will need to be relatively substantive—while it is in the judgment of the instructor what “substantive” looks like, it certainly looks like a good faith effort to interact with the discussion question and with your classmates.
7. *Reading Report*
8. With your final exam, you will turn in a reading report, which will estimate how much of the reading you completed. I will also provide a form on Canvas, which will be posted two weeks prior to our final class time. You must use the provided form; failure to do so will result in a point deduction.
9. If you do not turn in a completed reading report, you will receive no points for reading. It is **due on May 20, 2022**; no late reports are accepted.
10. *Five-page response paper to* A Multitude of All Peoples.

* In section one, answer the following question (2-3 pages): *what were three things that you discovered about African and Asia Christianity that appear significant in the larger telling of church history?*
* In section two, answer the following question (2-3 pages): *how did Bantu’s book as a whole inform, instruct, correct, or challenge your understanding of the development of the Christian tradition?*

1. The response will be written with one inch margins, double-spaced, 12 point Times Roman font. Please write in complete sentences, paragraphs, etc.
2. The response will be due by the end of the day on **Thursday, March 22, 2022**. Late papers will be subject to a point deduction.
3. Please email your paper to ***both*** email addresses listed in the syllabus.

**Schedule of Assignments   
and Probable Lecture Schedule**

**PRIOR TO FIRST CLASS**

* Watch syllabus video (found in Canvas in files/syllabus video)

**8 February 2022**

*Lecture 1: Why Bother with Church History?*

*Lecture 2: “Let all mortal flesh keep silence”: The worship of the church in its first five hundred years*

*Assignments:*

Gonzalez, 1-96

Kerr, 17-43

Reeves, 13-58

**15 February 2022**

*Lecture 3: Go into all the world: the expansion of the early church in the period before Constantine*

*Lecture 4: Credo: The Beliefs of the Church in its first five centuries, part one*

*Assignments:*

Gonzalez, 97-156

Kerr, 43-51, 74-7

**22 February 2022**

*ONLINE DISCUSSION #1 (go to Canvas/Discussions)—starts Monday, February 21 and lasts through Sunday, February 28.*

*Lecture 5: The Christian Doctrine of God: The Beliefs of the Church in its first five centuries, part two*

*Assignments:*

Gonzalez, 157-217

Kerr, 68-73

Reeves, 59-82

**1 March 2022**

*Lecture 6: Sin and Grace: The Beliefs of the Church in its first five centuries, part three*

*Assignments:*

Gonzalez, 219-52

Kerr, 51-68

Reeves, 83-102

**8 March 2022**

*Lecture 7: The Twin Realities of the Middle Ages: Monasticism and Papacy*

*Assignments:*

Gonzalez, 253-344

**15 March 2022—NO CLASS LECTURE**

**Gonzalez test #1 (pp. 1-260)**

**22 March 2022**

**Bantu paper due**

*Lecture 8: What reason can teach us: The church’s beliefs in the Middle Ages, part one*

*Assignments:*

Gonzalez, 345-86

Kerr, 82-100

Reeves, 103-24

**29 March 2022**

*ONLINE DISCUSSION #2 ON BANTU BOOK (Go to Canvas/Discussions)—opens Monday, March 28, and closes Sunday, April 3, 2022.*

*Lecture 9: What reason can teach us: The church’s beliefs in the Middle Ages, part two*

*Assignments:*

Kerr, 102-24

Reeves, 125-48

**5 April 2022**

*Lecture 10: The Crusading Spirit: The Mission of the Medieval Church*

*Assignments:*

Gonzalez, 387-446

**12 April 2022**

*Lecture 11: The Shape of Religious Life: The Mission of the Medieval Church*

*Assignments:*

Gonzalez, 447-90

Kerr, 100-2, 125-33

**19 April 2022**

*Lecture 12: The Shape of Religious Life: Mysticism, Contemplation, and Worship in the Medieval Church*

**26 April 2022**

*Lecture 13: On the Eve of the Reformation: theological schools, streams, movements*

**3 May 2022**

**Gonzalez test #2 (pp. 261-490)**

*Lecture 14: On the Eve of the Reformation: advocates for reform*

**20 May 2022**

* **FINAL EXAM AND READING REPORT DUE**



**Course Objectives Related to MDiv\* Student Learning Outcomes**

Course: History of Christianity 1

Professor: Sean Lucas

Campus: Charlotte

Date: Spring 2022

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| **MDiv\* Student Learning Outcomes**  *In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.*  *\*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.* | | **Rubric**   * Strong * Moderate * Minimal * None | **Mini-Justification** |
| **Articulation**  **(oral & written)** | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Strong | 1. Multiple writing assignments and online discussion times 2. Multiple assessments of knowledge gained from primary and second sources |
| **Scripture** | Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.) | Moderate | 1. Lecture and discussion content on history of interpretation |
| **Reformed Theology** | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Moderate | 1. Lecture and discussion content on historical sources for Reformed tradition 2. Lecture and discussion content on development of creeds and relationship between Scripture and confession |
| **Sanctification** | Demonstrates a love for the Triune God that aids the student’s sanctification. | Minimal | 1. Lecture content traces history of piety through the early and medieval periods |
| **Desire for Worldview** | Burning desire to conform all of life to the Word of God. | None |  |
| **Winsomely Reformed** | Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.) | Moderate | 1. Lecture content discusses history of the church with an emphasis upon the continuity of the Christian tradition |
| **Preach** | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | None |  |
| **Worship** | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | Moderate | 1. Lecture content traces the history of Christian worship—especially Word, sacraments, and prayer—in early and medieval periods. |
| **Shepherd** | Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide. | Moderate | Focus on global development of Christianity, especially mission to unreached people groups. |
| **Church/World** | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | None |  |