



On-Campus Course Syllabus

THS 660 L1

Patristic, Medieval, & Reformation Theology

Fall 2020

Class Information

Day and Time: Wednesday: 1:45 PM – 4:30 PM

Room Number: E211

Contact Information

Instructor Name: Dr. Jim Larsen

Instructor Email: jlarsen@criswell.edu

Instructor Office Hours: Contact Professor for Appointment

Course Description and Prerequisites

A survey of the development of Christian theology from the end of the Apostolic Period through the Reformation Period. Special emphasis is placed on the historical and theological movements and the theologians of the period. There are no prerequisites for this course.

Course Objectives

At the end of this course, the student should have the ability to:

1. Construct a general timeline of major church figures who lived and significant events which occurred during the late first through the early seventeenth centuries.
2. Discuss how major thinkers of this period influenced the development of Christian doctrine, particularly major doctrines of significance to the church of our day.
3. Discuss/describe how relevant theological terms and associated concepts developed over the course of the period studied.
4. Demonstrate an understanding of hermeneutical considerations that contributed to the controversies and/or major doctrinal developments during this time period.
5. Engage in sympathetic but critical dialogue with articulations of concepts and scriptural interpretations of thinkers discussed in this course.

Required Textbooks

- *The Bible* – The professor typically uses the *English Standard Version* for course lectures.
- Olson, Roger E. *The Story of Christian Theology: Twenty Centuries of Tradition & Reform*. Downers Grove: IVP Academic, 1999. ISBN 9780830815050.
- Pelikan, Jaroslav. *Credo: Historical and Theological Guide to Creeds and Confessions of Faith in the Christian Tradition*. New Haven: Yale University Press, 2003. ISBN 9780300109740.

Recommended Reading

Pelikan, Jaroslav. *The Emergence of the Catholic Tradition (100-600)*. Vol. 1 of *The Christian Tradition: A History of the Development of Doctrine*, Paperback ed. Chicago: University of Chicago Press, 1975.

_____. *The Growth of Medieval Theology (600-1300)*. Vol. 3 of *The Christian Tradition: A History of the Development of Doctrine*. Chicago: University of Chicago Press, 1978.

_____. *Reformation of Church and Dogma (1300-1700)*. Paperback ed. *The Christian Tradition: A History of the Development of Doctrine* 4. Chicago: University of Chicago Press, 1985.

_____. *The Spirit of Eastern Christendom (600-1700)*. Vol. 2. *The Christian Tradition: A History of the Development of Doctrine*, Paperback ed. Chicago: University of Chicago Press, 1977.

Course Requirements and Assignments

Required Text Reading (20%): The course texts form the foundation upon which lectures are built, thus it is imperative that students complete the assigned reading prior to the beginning of each class session. The percentage of assigned reading completed will be reported at the beginning of the class session for which it is due. If a student is going to be absent, he/she must e-mail the percentage of reading completed to the professor **prior to the beginning of class** in order to receive credit. There is no credit for reading that is not **completed and reported** by the beginning of the class in which it is due.

Required Reading Summaries (15%): As assigned by the professor, student's will be responsible for providing a summary of the required reading for a designated class period, to include an appropriate handout for the professor and fellow students. The professor will make these assignments as appropriate based on the total number of students in the class. These summaries are intended to form a foundation from which class discussions may be drawn.

Research Paper (30%): The student will be required to write a **15-25 page paper** investigating how an important Christian doctrine developed over the time period addressed in this course. This investigation must include a discussion of *at least* one significant theologian from the Patristic, Medieval, and Reformation periods each. This paper must also include discussion of relevant biblical texts that contributed to the development of the doctrine. Finally, this paper must address why/how an understanding of the development of the doctrine being examined is important to the church today. Additional requirements for this paper include:

1. A proposal for the specific doctrine to be examined in this paper *must be approved by the professor no later than* the date indicated on the course topic schedule below. This proposal must include a brief justification for the topic and a preliminary bibliography. The student should consult with the professor early and as necessary to meet this specified deadline.
2. The discussion of the theologians associated with the approved topic must include relevant biographical and contextual information which demonstrates his/her importance in the development of the doctrine being examined. A summary of the information relating to these theologians, including their biographical background, context, and importance to the topic being discussed must be submitted for review by the date indicated on the course topic schedule.
3. The paper and all submissions associated with this project must be formatted in accordance with the *Criswell College Manual of Style (CCMS)*, 3rd ed., available online at http://www.criswell.edu/current_students/library/, as well as in print form on reserve at the Wallace Library circulation desk.

4. The paper and all associated submissions must be double spaced and include a title page and bibliography. Neither the title page nor bibliography contribute to the required page count for the final paper.
5. The final paper must cite *at least* ten (10) sources, properly formatted in accordance with the CCMS. With the exception of online journal articles, books, or other “academic” sources, no internet sources are to be used (e.g. Wikipedia).
6. The paper must be written well, including grammar, spelling, logical coherence, and source support for arguments/claims made.

Quizzes: It is not expected that quizzes will be given in this course, but the professor reserves the right to administer quizzes as deemed appropriate.

Exams (25%): There will be a midterm and a final exam in this course. The midterm exam will cover required reading and lesson material discussed up to that point in the course. The final exam will primarily cover the remaining required reading and lesson material, but may also contain material from the first portion of the course as deemed necessary by the professor.

Class Participation (10%): Students must arrive on time and must be adequately prepared to contribute to the conduct of each class session. This may be demonstrated by asking questions, interacting with the professor and/or other students during class discussions, and/or by responding to questions posed by the professor. As one needs to be present in order to participate in class discussions, absences will affect the class participation grade.

Additional Assignments: While there are currently no additional assignments anticipated for this course, the professor reserves the right to incorporate additional assignments as necessary to assist students in accomplishing the stated goals of this course.

Assignments/Exams Due Dates: Due dates for all course requirements are identified on the **Course Outline/Calendar**. It is expected that all requirements be completed/submitted on time. Students are *strongly* encouraged not to wait until the last minute to work on and/or post assignments or take exams, as unforeseen circumstances may prevent meeting deadlines (power outages, computer problems, internet access problems, etc.). The professor *stresses* the importance of meeting assignment/exam due dates. Unless there is an *extreme* circumstance involved (death in the family, hospitalization, etc.), **no late assignments or exams will be accepted**.

Course/Classroom Policies and Information

Textbooks and Supplemental Bibliography: The selection of textbooks and items on the Supplemental Bibliography should not be interpreted as implying the professor’s endorsement of any of the views of the authors. Textbooks and supplemental sources are selected for their perceived value in helping to meet course goals and objectives.

Recording: As a general policy, students may not record class sessions for this course. If a student has a particular medically related need that necessitates recording class sessions, please contact the Director of Student Services. If permission is granted to record class sessions, under no conditions may recordings be duplicated, given, lent, or shared with anyone else. Further, permission is ***expressly denied*** to upload these recordings to the internet ***in any form*** or to use them for purposes other than the student’s own personal study to meet the requirements of this course. For additional information, see the “**Disabilities**” section below.

Course Outline/Calendar: The schedule provided below is intended to give the student a general idea of the flow of course topics/discussions. While the professor intends to keep as closely as possible to the indicated topic dates, he reserves the right to modify class topics as necessary to meet course objectives as well as deal with potential issues raised by students deemed appropriate to meet these objectives. Unless otherwise indicated, deviations from indicated topics *will not* affect due dates for listed assignments.

On Campus/Zoom Conference Classes: Due to the small number of students in the class, this course will be conducted in a “hybrid” fashion. As agreed upon by students and approved by the professor, *some* class sessions will be conducted by way of Zoom conference sessions. Regardless of on campus or Zoom conference “venue,” class sessions will be conducted on the dates and times specified in the course outline. The professor reserves the right to modify this method of class participation as deemed necessary in order to fulfill course requirements.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be

removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data.

Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Wed	Topic	Assignments
Aug 19	*Course Introduction *Scripture as the “Foundation of the Apostles and the Prophets”	
Aug 26	* Emergence of “Christian” Doctrines	(O) Intro – Ch 1 (P) Intro – Ch 1
Sep 2	*Developing “Christian” Doctrines in Conflict	(O) Chs 2 – 4 (P) Ch 2
Sep 9	*Philosophy, Theology, and “Orthodoxy”	(O) Intro Part II – Ch 6 (P) Ch 3
Sep 16	*Councils and Developing “Dogma”	(O) Chs 7 – 8 (P) Ch 4 Research Paper Topic Approved
Sep 23	*Collapse of the Western Empire and Filling “Authority Vacuums” *Continuing Problem of Schisms	(O) Intro Part III – Ch 10 (P) Intro Part II – Ch 5
Sep 30	*East and West Conflict and Final Schism *The Church and Islam	(O) Chs 11 – 12 (P) Ch 6
Oct 7	*Medieval Education and Scholasticism	(O) Intro Part IV – Ch 14 (P) Ch 7 Midterm Exam (Online)
Oct 14	*The Renaissance and Philosophical Winds of Change	(O) Chs 15 – 16 (P) Ch 8 Research Paper Theologians Summary
Oct 21	*Conflict within and the Growing Need for Reform	(O) Intro Part V – Ch 17 (P) Intro Part III – Ch 9
Oct 28	*The Reformation Begins	(O) Chs 18 – 20 (P) Ch 10
Nov 4	*Reformation Spreads	(O) Intro Part VI – Ch 21 (P) Ch 12
Nov 11	*Doctrinal “Continuity” and “Discontinuity”	(O) Chs 22 – 23 (P) Intro Part IV – Ch 13
Nov 18	*Doctrinal “Continuity” and “Discontinuity” (Cont’d)	(O) Intro Part VII – Ch 24 (P) Ch 14
November 23-27 – Fall Break (26-27 – Thanksgiving)		
Dec 2	*“Fallout” from the Reformation	(O) Chs 25 – 26 (P) Chs 15 – 16 Research Paper
December 7-11 – Final Exams (Final Exam Online)		

NOTE: (O) Roger Olson’s *The Story of Christian Theology: Twenty Centuries of Tradition & Reform*

(P) Jaroslav Pelikan’s *Credo: Historical and Theological Guide to Creeds and Confessions of Faith in the Christian Tradition*

Selected Bibliography

- Allison, Gregg R. *Historical Theology: An Introduction to Christian Doctrine*. Grand Rapids: Zondervan, 2011.
- Anatolios, Khaled. *Retrieving Nicaea: The Development and Meaning of Trinitarian Doctrine*. Grand Rapids: Baker Academic, 2011.
- Ayres, Lewis. *Nicaea and Its Legacy: An Approach to Fourth-Century Trinitarian Theology*. Oxford: Oxford University, 2004.
- Brown, Harold O. J. *Heresies: Heresy and Orthodoxy in the History of the Church*. Peabody: Hendrickson Publishers, 1984.
- Cairns, Earle E. *Christianity through the Centuries: A History of the Christian Church*. 3rd ed. Grand Rapids: Zondervan, 1996.
- Evans, G. R., ed. *The First Christian Theologians: An Introduction to Theology in the Early Church*. The Great Theologians. Malden, MA: Blackwell Publishing, 2004.
- Evans, G. R., ed. *The Medieval Theologians: An Introduction to Theology in the Medieval Period*. The Great Theologians. Malden, MA: Blackwell Publishing, 2001.
- Evans, G. R. *The Roots of the Reformation: Tradition, Emergence and Rupture*. 2nd ed. Downers Grove: IVP Academic, 2012.
- Ferguson, Everett. *Church History: The Rise and Growth of the Church in Its Cultural, Intellectual, and Political Context: From Christ to the Pre-Reformation*. 2nd ed. Grand Rapids: Zondervan, 2013.
- Hannah, John. *Our Legacy: The History of Christian Doctrine*. Colorado Springs: NavPress, 2001.
- Hannah, John D. *Charts of Ancient and Medieval Church History*. Zondervan Charts Series. Grand Rapids: Zondervan, 2001.
- Hannah, John D. *Charts of Reformation and Enlightenment Church History*. Zondervan Charts Series. Grand Rapids: Zondervan, 2004.
- Hannah, John D. *The Kregel Pictorial Guide to Church History Vol. 1*. Grand Rapids: Kregel, 2000.
- Hannah, John D. *The Kregel Pictorial Guide to Church History Vol. 2: The Early Church A.D. 33-500*. Grand Rapids: Kregel, 2004.
- Hannah, John D. *The Kregel Pictorial Guide to Church History Vol. 3: The Triumph of the Church A.D. 500–1500*. Grand Rapids: Kregel, 2005.
- Hannah, John D. *The Kregel Pictorial Guide to Church History Vol. 4: The Reformation of the Church (The Early Modern Period) A.D. 1500-1650*. Grand Rapids: Kregel, 2009.
- Harnack, Adolf. *History of Dogma*. 7 vols. Translated by Neil Buchanan. From the 3rd German ed. Eugene, OR: Wipf and Stock Publishers, 1997.
- Heine, Ronald E. *Classical Christian Doctrine: Introducing the Essentials of the Ancient Faith*. Grand Rapids: Baker Academic, 2013.
- Holcomb, Justin S. *Know the Heretics*. Know Series. Grand Rapids: Zondervan, 2014.
- Kelly, J. N. D. *Early Christian Doctrines*. 5th ed. A & C Black, 1977. Reprint, New York: Continuum, 2011.
- Leith, John. H., ed. *Creeds of the Churches: A Reader in Christian Doctrine from the Bible to the Present*. 3rd ed. Louisville: John Knox Press, 1982.

- Levering, Matthew, and Kevin J. Vanhoozer. *Was the Reformation a Mistake? Why Catholic Doctrine Is Not Unbiblical*. Grand Rapids: Zondervan, 2017.
- McGrath, Alister E., ed. *The Christian Theology Reader*. 5th ed. Malden, MA: Wiley-Blackwell, 2016.
- McGrath, Alister E. *The Genesis of Doctrine: A Study in the Foundation of Doctrinal Criticism*. Vancouver, BC: Regent College Publishing, 1990.
- McGrath, Alister E. *Historical Theology: An Introduction to the History of Christian Thought*. 2nd ed. Malden, MA: Wiley-Blackwell, 2013.
- McGrath, Alister E. *Iustitia Dei: A History of the Christian Doctrine of Justification*. 3rd, one volume ed. Cambridge: Cambridge University Press, 2005.
- McGrath, Alister E. *Reformation Thought: An Introduction*. 4th ed. Malden, MA: Wiley-Blackwell, 2012.
- McGuckin, John Anthony. *The Westminster Handbook to Patristic Theology*. The Westminster Handbooks to Christian Theology. Louisville: Westminster John Knox Press, 2004.
- McKim, Donald K., ed. *The Cambridge Companion to John Calvin*. Cambridge Companions to Religion. New York: Cambridge University Press, 2004.
- McKim, Donald K., ed. *The Cambridge Companion to Martin Luther*. Cambridge Companions to Religion. New York: Cambridge University Press, 2003.
- McKim, Donald K. *Theological Turning Points: Major Issues in Christian Thought*. Atlanta: John Knox Press, 1988.
- O'Keefe, John J., and R. R. Reno. *Sanctified Vision: An Introduction to Early Christian Interpretation of the Bible*. Baltimore: Johns Hopkins University Press, 2005.
- Olson, Roger E. *Counterfeit Christianity: The Persistence of Errors in the Church*. Nashville: Abingdon, 2015.
- Olson, Roger E. *The Mosaic of Christian Belief: Twenty Centuries of Unity and Diversity*. Downers Groves, IL: IVP Academic, 2002.
- Olson, Roger E. *The Story of Christian Theology: Twenty Centuries of Tradition and Reform*. Downers Grove, IL: InterVarsity Press, 1999.
- Pelikan, Jaroslav. *Credo: Historical and Theological Guide to Creeds and Confessions of Faith in the Christian Tradition*. New Haven, CT: Yale University Press, 2003.
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- Pelikan, Jaroslav. *Historical Theology: Continuity and Change in Christian Doctrine*. Theological Resources, edited by John P. Whalen and Jaroslav Pelikan. New York: Corpus, 1971.
- Pelikan, Jaroslav, and Valerie R. Hotchkiss, eds. *Creeds and Confessions of Faith in the Christian Tradition*. 4 vols. New Haven: Yale University Press, 2003.

- Tanner, Norman P. *The Councils of the Church: A Short History*. New York: Crossroad Publishing Company, 2001.
- Tanner, Norman P., ed. *Decrees of the Ecumenical Councils: Nicaea I–Lateran V*. Vol. 1. Washington, DC: Georgetown University Press, 1990.
- Tanner, Norman P., ed. *Decrees of the Ecumenical Councils: Trent–Vatican II*. Vol. 2. Washington, DC: Georgetown University Press, 1990.
- Woodbridge, John D., and Frank A. James III. *Church History: The Rise and Growth of the Church in Its Cultural, Intellectual, and Political Context: From Pre-Reformation to the Present*. Grand Rapids: Zondervan, 2013.
- Young, Frances M., and Andrew Teal. *From Nicaea to Chalcedon: A Guide to the Literature and Its Background*. 2nd ed. Grand Rapids: Baker Academic, 2010.



In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. **Notes and changes to the information in syllabus are highlighted.** Information that is no longer relevant is indicated with a strike through the font and *replacement or new information is placed in italics.*

Course Requirements and Assignments

Required Text Reading (20%): **No change to this requirement.** The course texts form the foundation upon which lectures are built, thus it is imperative that students complete the assigned reading prior to the beginning of each class session. The percentage of assigned reading completed will be reported at the beginning of the class session for which it is due. If a student is going to be absent, he/she must e-mail the percentage of reading completed to the professor **prior to the beginning of class** in order to receive credit. There is no credit for reading that is not **completed and reported** by the beginning of the class in which it is due.

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Remote Class Sessions: Identity and Participation Verification

During Zoom class sessions indicated above, students will be expected to participate using both audio and video. Students having difficulty meeting this requirement must contact the professor in order to work out an acceptable alternative.

Course Outline/Calendar: No changes have been made to original course schedule.