



Online Course Syllabus

THS 660 :L1

Patristic, Medieval, & Reformation Theology

Spring 2023

Contact Information

Instructor Name: Dr. Ray Wilkins

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Instructor Phone: 972-740-6548 (cell)

Instructor Office Hours: By appointment

Course Description and Prerequisites

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

- George, Timothy. *Theology of the Reformers*. Rev. ed. Nashville: B&H Academic, 2013. ISBN: 978-0805401950
- Kelly, J.N.D. *Early Christian Doctrines*. Rev. ed. New York: Harper Collins Publishers, 1978. ISBN: 978-0826452528.
- Olson, Roger E. *The Story of Christian Theology: Twenty Centuries of Tradition and Reform*. Downers Grove: IVP Academic, 1999. ISBN: 978-0830815050.
- Van Nieuwenhove, Rik. *An Introduction to Medieval Theology*. 2nd ed. Cambridge: Cambridge University Press, 2022. ISBN: 978-1108839556.

Recommended Reading

Bettenson, Henry. Ed. *Documents of the Christian Church*. 4th ed. Oxford: Oxford University Press, 2011.

McGrath, Alister, ed. *The Christian Theology Reader*. 5th ed. New York: Wiley-Blackwell, 2011.

McKim, Donald K. *The Westminster Dictionary of Theological Terms*. 2nd ed. Louisville: Westminster John Knox Press, 2014.

Course Requirements and Assignments

1. Weekly Summaries (20%)

The span of time that this course will cover requires that the student engage a large amount of reading in order to be successful and meet the course objectives. The average reading per week will be somewhere between 80-100 pages. For this reason the summaries are worth 20% of the final grade. In order for the Professor to monitor each student's progress, the student will:

- a. Write a **2-3 page** summary (single-spaced) of each week's assigned reading.
- b. The summary will be due by the end of the assigned week.
- c. Regarding formatting, all that is necessary is that the name and date should be in the upper right hand corner.
- d. Late papers will be penalized unless the professor has given permission.
- e. The paper will be graded with regard to content (did the student give a proper overview of the assigned reading), spelling, and grammar.

2. Discussion Questions (20%)

There will be regular discussion questions assigned throughout the semester. Each student will be required to respond to the initial question as well as respond a minimum of two times to other students who have responded to the question. The purpose of this is to create dialogue among the class regarding the topic/idea that is being discussed.

3. Exams (40%)

There will be three exams that will cover the theological highlights of each period that we will be discussing this semester; Patristic, Medieval, and The Reformation. Each exam will be assigned at the end of each period and the exam questions will be drawn from the reading as well as video/zoom lectures. The exams will only cover the period under discussion. In other words, I will not ask questions from the Patristic period in exam 2 or 3.

4. Research Paper (20%)

Each student will be required to write a **10-12 page** research paper on a relevant topic or person from the periods under discussion. If a person is chosen, in order to narrow the paper, it should focus on a particular aspect of that person's theological importance or beliefs. The paper should:

- a. Address a specific area of theology or a specific area of a chosen theologian.
- b. Accurately and judiciously represent the ideas of the person being researched.
- c. Single-Spaced 12 point font. Calibri or Times New Roman.
- d. Footnotes and a works cited page. A good rule of thumb for footnotes is 2 sources per page. **At least one journal article** must be cited. Include a Title Page.
- e. The paper should be written in accordance with *The Criswell manual of Style*. If you have questions not addressed by the CCMS, consult Turabian's guide.
- f. A grading rubric will be loaded onto Canvas so students may gain an understanding of how the paper will be graded.

Online Course Information

In an online course at Criswell College:

1. Instructors and all students enrolled in that course meet using video-conferencing technology at scheduled class times through the course of a semester or term in order to meet 25–30% of the direct faculty instruction required by the college's Credit Hour policy.
2. The remaining direct faculty instruction is delivered using other means such as:
 - Lectures/instruction for students to watch asynchronously
 - Online content modules in which instructor provides feedback to student work
 - Tests/quizzes on which instructor provides feedback
 - Discussion boards on which instructor provides feedback

Canvas: Criswell College uses Canvas as its web-based learning tool to host/deliver all instructional materials, discussions, assessments, files, and other peripheral tools and applications that support teaching and learning. In online courses at Criswell College, instructors design and use Canvas to:

- organize course content on a module basis using organizational tools within Canvas,
- control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term,
- accept assignments from students only inside the Canvas course (emailed assignments are not acceptable),
- provide written feedback on assignments only within Canvas, preferably through Speedgrader,
- use the Announcement or e-mail feature in Canvas to communicate to the students rather than by broadcasting to a class email listserv outside of Canvas.

Zoom in Canvas is used for all synchronous class sessions.

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.

Identity Verification and Evidence of Attendance: Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. In online courses at Criswell College, a student participates in class or otherwise engages in an academically related activity. These activities comprise items relevant to Identity Verification for Distance Education Courses. Acceptable evidence of attendance at an academically related activity in an Online course includes, for example, a student's:

- participation in a synchronous remote video class session with the instructor present,
- student picture id submitted in the Canvas Account Profile,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in an online study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject studied in the course.

Course/Classroom Policies and Information

Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, 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 participation affects students' ability to meet course learning objectives and whether participation affects course grades.

Grading Scale

			Grade Definitions (optional)
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 Support

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information can be found at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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

Week	Date	Reading	Assignment
1	1/16-1/20	*Introduction *Scripture and the Early Church	(K) Chs. 1-3
2	1/23-1/27	*The Church after the Apostles. *The Development of Doctrine.	(K) Ch. 4 (O) Intro.-Ch. 1
3	1/30-2/3	*Defending the Faith *Laying the Foundation of Christian Theology	(O) Ch. 2-4
4	2/6-2/10	Neo-Platonism & Early Christianity.	(O) Intro. Pt. II-Ch. 6.
5	2/13-2/17	*Christological Questions & the Rise of the Church	(K) Chs. 5-6. (O) 7-8
6	2/20-2/24	*Crisis enters the Church. *Debating the Trinity	(K) Chs. 7-8 (O) Pt. III-Ch. 12.

7	2/27-3/3	*East and West begin to move apart. *Ecclesiology	(K) Chs. 9-10 (O) Pt. IV-Ch. 16.
8	3/6-3/10	*East/West Split *The Catholic Tradition	(K) Chs. 15-16 (N) Chs. 1-5
9	3/13-3/17	Spring Break	
10	3/20-3/24	*Salvation and Sacraments	(O) Pt. V-Ch. 20
11	3/27-3/31	*Natural Theology *Rise of scholasticism	(N) Chs. 6-11 (O) Pt. VI-Ch. 22
12	4/3-4/7	*Scholastic legacy *Questioning Dogma	(N) Chs. 12-16. (O) Ch. 23
13	4/10-4/14	*Martin Luther and the Reformation.	(G) Intro.-Ch. 3 (N) Chs. 17-20
14	4/17-4/21	*The fire of Reformation Grows	(G) Chs. 4-5 (O) Pt. VII-24
15	4/24-4/28	*Reforming the Reformers * The Anabaptists	(G) Chs. 6-7 (O) 25-26
16	5/1-5/5	*The Heritage of the Reformation	(G) Ch. 8 (O) Pt. VIII-Ch. 29
17	5/8-5/12	Finals Week	

Selected Bibliography

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