

## WTS-CS-222-NY-2020F

### Theological Heritage II – Ancient and Medieval Church

On-line, Course (w/ ZOOM sessions on Sept. 18-19, & Oct. 23-24, 2020)



**Course Description:** This course is an introduction to the development of Christianity from the apostolic period to the Reformation. Emphasis is placed on the central historical figures, movements, social issues and theological issues, with attention given to their importance for Christian ministry today. Major texts and interpretive studies are read.

**Your Instructor:** Rev. Dr. John R. Tyson, Professor of Church History & Director of UMC Studies, at Colgate Rochester Crozer Divinity School, Rochester, NY. Email: [jtyson@crcds.edu](mailto:jtyson@crcds.edu) cell: 585-610-2420



**Format and Methodology:** *With the concerns regarding the continued Covid-19 global pandemic, this course will be offered in the following format:*

1. It will be an no physical contact, distance learning event
2. Class will be divided into Six (6) weekly learning segments
3. Instruction will be delivered by synchronous (“live”) and asynchronous (“canned”) learning modes.
4. Asynchronous materials are posted on the “Documents” section of the class webpage on Black Board (see “My Wesley”). These materials will be utilized according to the plan and procedures outlined by the class syllabus for each particular learning segment (“week”). These materials can be utilized throughout the week specified.
5. Synchronous instruction will be coming to you by ZOOM web-sharing. This instruction will be in “real time” during the calendar dates and time slots originally designated for the course.
6. You will need a device that has internet capacity, a camera, and a microphone, **and** you will need to supply me with a **functioning email address** so that I can “invite” you to the ZOOM meetings I will be hosting for each class session.
7. All written work will be submitted to me as a Ms-Word, email attachment and sent to my business address: [jtyson@crcds.edu](mailto:jtyson@crcds.edu)

## Course Objectives:

1. Participants will become familiar with leading theological figures, documents, movements, and contexts of the early periods of the Christian Church.
2. Participants will engage in a learning process that will include historical and theological application.
3. Participants will develop understanding of the development of the theological heritage and practices in the early period of the Christian Church to the extent that this understanding may undergird contemporary their ministry and further study.

## Required Texts Books:

1. Gonzalez, Justo, *The Story of Christianity, Volume 1: The Early Church to the Reformation* (Harper Collins, second edition 2010 ). ISBN-10: 9780061855887<sup>1</sup>

2. C.S. Lewis, ed. *St. Athanasius On The Incarnation* (St. Vladimir's Press) ISBN: 0-913836-40-0<sup>2</sup>

3. Pine-Coffin, R.S. translator. *Saint Augustine Confessions* (New York: Penguin Books, 1961). ISBN:0192833723.

4. Henry Bettenson, ed. *Documents of the Christian Church 4<sup>th</sup> edition* (Oxford University Press, 2011), ISBN: 0199568987

5. Biondi, Roberta. *To Love As God Loves* (Fortress Press, 1987)

6. Tyson, John R. *Faith, Doubt, & Courage* (Wipf & Stock, 2013 ) ISBN-10: 1625642660

## Recommended But Not Required:

Bristow, John T. *What Paul Really Said About Women* (Harper, 1991) ISBN-10: 0060610638

Ellingsen, Mark. *African Christian Mothers and Fathers: And Why They Matter for the Church Today.* (Cascade Books, 2015) ISBN: 10-1666085509

---

<sup>1</sup> When available, the complete hardback 2 volumes in one edition from Prince Press is sometimes less expensive than purchasing the first volume separately in paperback. Check with Christian Book Distributors, on line, for the hardbound edition. The first edition (blue) edition of the paperback is often available “used” at deep discounts. The pages of the first edition, however, will not match with those given in the assignments below.

<sup>2</sup> It is important that you purchase the Pine-Coffin edition of Augustine’s *Confessions* so that we have a common text version from which to work in class.

Hinson, E. Glenn *The Early Church: Origins to the Dawn of the Middle Ages*  
(Abingdon) ISBN: 0-687-00603-1

Torjesen, Karen J. *When Women Were Priests* (Harper, 1995) ISBN-10: 0060686618

Tyson, John R. *The Great Athanasius* (Wipf & Stock, 2017) ISBN:10-1625647522)

Wink, Walter. *Homosexuality and Christian Faith* (Fortress Press, 1991) ISBN-10: 0800631862

### **Course Requirements & Assignments**

1. Class, Participation (10% of Grade). Please note: it is essential that you “attend” the “live” class sessions, as well as keep up on the readings and exercises posted on Blackboard. Class discussion/ Class questions based on your readings should also be written into the “Discussion” sections for class session.
2. Complete all required readings. Readings and exercises will be tracked electronically on Blackboard.
3. Written assignment: Reflection paper/ analytical book review (2-4 pgs) on Biondi, *To Love as God Loves*. Due before class on **Sept. 17**. (20%)
4. Written assignment: Reflection paper/ analytical book review (2-4 pgs) on Athanasius’ Christology as seen in *On the Incarnation*. (Due before class **Sept. 28**). (20%)
5. Written assignment: Reflection paper/ analytical book review (2-4), on the human heart as understood in Augustine’s *Confessions*. (Due before **Oct. 5**). (20%)
6. Written assignment: Reflection paper/analytical book review (2-4 pgs) on Anselm, Abelard, and Salvation (Due. **Oct. 23**). (20%)
7. Post class wrap up essay: “What five doctrines, people, events, or insights drawn from this study were most important to you own ministry? Why? (10%). (Due on or before **Nov. 6**).

**Guidelines for your reflection papers / analytical book reviews:** These papers will be approximately 2-4 pgs (double spaced) in length. They will be comprised as follows: **i)** one half summary and **ii)** one half your theological assessment/ application of what was read. Your assessment is to be based on more than whether you “liked the book” or not; it should involve theological analysis and a suitability of what from the reading helps you and/ or your ministry.

**Your Grade:** Will be determined by your composite score based on the values ascribed to each aspect of the class (or assignment) converted to a percentage and then a letter grade.

## **CLASS SCHEDULE AND LEARNING PROGRAM:**

### **Week One (Sept. 7): Pre-Class Session: (due before your “live class”)**

**View Video :** *The Christians*: “Founding the Faith” (Video + Note taking guide on BB).

*The Council of Nicea in Three Minutes* (BB)

*Ancient Roman Pagan Religion & Worship* (BB, optional viewing).

**Read:** Gonzalez, *The Story of Christianity*, Pt. I: “The Ancient Church” pp. 1-126.

“Titus Destroys Jerusalem,” (BB)

**Discuss:** “What is history?” and how did history (culture, politics, society, etc.) shape our Christian faith – for good and for ill? (post at least 2 paragraphs on “discussion” board and reply to at least two of your colleagues.

### **Week Two: Sept. 18-19: ZOOM in-class sessions:**

#### **In preparation for class sessions:**

**View Video:** “Thine is the Kingdom” on BB

#### **Read:**

“Christianity & Ancient Learning,” Bettenson, *Documents*, 5-7. (textbook)

“Vibia Perpetua” *Faith, Doubt, Courage*, (text book) 9-19.

“The Martyrdom of Polycarp,” BB.

“Selections from Early Gnostic Sources” (BB)

“Women in the Early Church” (5 files on BB)

“Tertullian & Feminism,” by Elizabeth Carnelly (BB)

Biondi, *To Love as God Loves* (textbook)

“The Patristic Doctrine of Redemption” (BB)

Bettenson, *Documents*, 26-28, 31-41. (textbook)

Gonzalez, *The Story of Christianity*, Pt. II: “The Imperial Church” (pp. 129-253).

“Constantinian Christianity” (BB)

**Write:** 2-4 page reflection paper on Biondi, *To Love as God Loves*; focus your attention upon the virtues advocated by the early desert mothers & fathers. How do these apply to your own spiritual journey and ministry? **(Due Sept. 18).**

**Sept. 18: 2:30 PM: “Fathers, Mothers, Apologists & Martyrs”**

**Lectures:**

“The Early Church – Shaped by Crisis”

**Workshop:** Gnostic Christologies (based on “Selections” above)

“Fathers & Apologists” (selected lives)

Women in the Ancient World, Bible, & Church”

**Class Discussion:** Women, Martyrs, Constantine.

**Sept. 19: 9:00 AM “The Rise of Institutional Christianity”**

**View Video:** “The Christians, part II: The Imperial Church

**Lectures:**

“Constantine, Crisis, Council of Nicea”

“Who is Jesus?” -- Athanasius & Arius

“The Constantinian Establishment”

“The Roman Catholic Tradition”

**Class Discussion:** “The Sacraments” – based on 3 files under “The Sacraments” on BB

**Week Three: (Sept. 21) “Athanasius & Nicene Christology”**

**View Video:** “Who Is Athanasius?” on (BB).

**Read:** Bettenson, *Documents*, “On Arianism,” pp. 41-43  
“Athanasius of Alexandria” *Faith, Doubt, Courage*, 19-29.  
Athanasius, *On the Incarnation*, pp. 3-64

**Discuss:** Athanasius’ theology has been summarized by this quote: “He [Christ] became what we are to make us what He is.” What does he mean? What Christian doctrines is he working with in this statement? Do you agree? Why not?

**Write:** A reflection paper (2-4 pages) on the Christology of what you read in Athanasius. Summarize his teaching, the way he argued for it. Indicate how it opposed Arianism (on the one hand) and also became the foundation of the Nicene Jesus “very God and very Human” Christology. What made his “solution” so palatable or helpful for the church? Your paper is due on or before **Sept. 28<sup>th</sup> sent to me by email attachment ([jtyson@crcls.edu](mailto:jtyson@crcls.edu))**

### **Week Four: (Sept. 28) “Augustine and Pelagius” -- “its all about me—and you”**

**View Video :** “A Short Biography of Augustine” Ms. Mary Bauer (BB).

**Read:** Gonzalez, *Story of Christianity*, pp. 241-253.  
Bettenson, *Documents*, Pelagius, pp. 52-62.  
“Augustine of Hippo” *Faith, Doubt & Courage*, 29-37.  
Augustine, *Confessions*, Bk 1-IX, or pp. 1-252  
Tyson, “Augustine’s Theology” (BB).

**Discuss:** On the discussion page discuss and reply to Augustine’s question; “Why is the human heart restless until it finds rest in God?”

**Write:** A reflection paper (2-4 pages) on your reading from Augustine’s *Confessions*. The book can be read on many levels; it is a spiritual autobiography, a conversion testimony, a very long prayer to God, a narrative theology to teach us about human sin and God’s grace. In your reflection focus your attention upon his story as an illustration of human nature (and original sin) and God’s grace; where does he see these at work in his life? How are they to be overcome? Does this book suggest to you why Augustine emerged as such a staunch opponent of Pelagius’ theology? **Due: Oct. 5**, by email attachment.

### **Week Five: (Oct 5<sup>th</sup>) “Rise of the Roman Catholic Tradition”**

**View Videos:** “Pope St. Leo the Great,” (BB)

“Pope St. Gregory the Great” (BB)

“Attila the Hun” (BB)

“Alaric & the Sack of Rome” (BB)

“The Battle of Tours” (BB)

“Who Was Charlemagne?” (BB)

**Read:** Gonzalez, *Story of Christianity*, pp. 253-95, 315-322.

“The Sacraments” – based on 3 files under “The Sacraments” on BB

“The Donation of Constantine” (BB)

“The Life of Charlemagne” (BB)

“*Unam Sancta*” “One Holy” (BB)

**Discuss:** The politicizing of the Church, which began with Constantine, was continued and enhanced into the middle ages; was the church – state alliance good for the church? Was it bad for the church? What was gained? What was lost?

## **Week Six: (Oct. 23-24) “The Middle Ages” “in class” on ZOOM.**

### **In Preparation for Class Sessions:**

#### **View Videos:**

“Medieval Society” (Dr. Reeves, on BB)

“The Black Death” (Dr. Reeves, on BB)

“Knights & Chivalry” (Dr. Reeves, on BB)

“The Crusades” (Dr. Reeves, on BB)

“Medieval Life: Rich & Poor” (docudrama, optional, BB)

“What Can Hildegard of Bingen Teach Us Today?” (BB)

“Hildegard of Bingen – Unruly Mystic” (BB)

“Meister Eckhart – Medieval Mystic” (BB)

“Catherine of Siena” Medieval mystic (BB)

“Imitation of Christ” by A’ Kempis (BB)

“Julian of Norwich, A Medieval Lockdown” (BB).

**Read:** Gonzalez, *Story of Christianity*, 357-446.

Bettenson, *Documents*, 144-160.

“Francis & Clare,” *Faith, Doubt, & Courage*, 45-55.

“Anselm of Canterbury,” *Faith, Doubt, & Courage*, 37-45.

Anselm’s Theology of the Atonement (BB)

Abelard’s Theology of the Atonement (BB)

“Catherine of Siena,” *Faith, Doubt, & Courage*, 65-75

“Medieval Women” 3 files on BB.

“Aquinas – Faith and Reason” *Faith, Doubt, & Courage*, 55-65.

“Julian of Norwich,” *Faith, Doubt, & Courage*, 75-83.

“John Wycliff & the Dawn of Reformation” (BB)

“To Build a Fire – Jan Hus” (BB)

**Discuss:** Mysticism, Mystics, and the roles of medieval Christian women – what is mysticism? Which of the various mystics that you read or learned about was the most interesting or meaningful to you? Why? Why were medieval religious women so frequently drawn to the mystical life?

**Write:** A reflection paper (2-4 pgs) on the Cross of Jesus Christ (Atonement), that draws upon and interacts with the writings and soteriology of Anselm and Abelard. Compare & Contrast. Which approach seems most adequate to you? Why? (Due. **Oct. 23**).

**Oct. 23 -- 2:30 on ZOOM: -- Early & High Medieval**

**Lectures:**

Conversation and wrap-up: Athanasius & Arius; Augustine & Pelagius

“A Medieval Over View”

Medieval Life – a Conversation

“Medieval Scholasticism”

“The Inquisition”

“The Crusades”

**Oct. 24 – 9:00 AM on ZOOM. “Late Medieval & the Collapse”**

**Lectures:**

“Atonement, Anselm, Abelard”

“Aquinas – Faith and Reason”

The Babylonian Captivity & Council of Constance

Medieval Mysticism & Mystics

“Reformers Before the Reformation”

“The Collapse”

**Post class wrap up essay:** “What five doctrines, people, events, or insights drawn from this study were most important to you or your ministry? Why? (10%). (Due on or before **Nov. 6**).