



**Academic Year: 2022-2023 | Fall 2022 Semester**

**Course ID:** CHTH 503 ONL

**Course Name:** Historical Theology I: Early Church to the Reformation

**Credit Hours:** 3

**Canvas:** [Home Page](#)

**Instructor:** Dan Brunner, D.Phil.

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**Teaching Apprentice:** Jessica Young

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**Phone:** 360.620.7526 (cell)

**Office Hours:** Wednesday 5-6pm via zoom

**Zoom Account:** <https://us02web.zoom.us/j/4874012751>

**Course Starting Date:** August 28, 2022

**Course Completion Date:** December 16, 2022

**Zoom Time:** 8:15-9:15am (Pacific)

**Zoom Meeting Dates:** Aug 29, Sept 12, Sept 19, Sept 26, Oct 3, Oct 24, Oct 31, Nov 7, Nov 14, Nov 21, Nov 28, Dec 5, Dec 12

**This course is FULLY online.**

## Foundations

### Course Description

Covers the development of Christianity and Christian theology from the end of the apostolic period to the 16th century. Examines the expansion of the Church, the unfolding of Christian institutions and practice, the conflicts that confronted the Church from within and without, and the development of central theological doctrines.

### Course Learning Outcomes

As a result of taking this course, you will...

- Critically analyze developments in the Christian Church and the roles of key individuals and movements—both orthodox and those deemed heretical—through reading assessments and small-group and directed large-group discussions.
- Outline and examine particular theological issues of the historic Church—including the Trinity, Christology, the authority of Scripture, free will vis-à-vis election, and natural theology—in multi-denominational and international contexts, through reading assessments and small-group and directed large-group discussions.
- Evaluate thoughtfully—including under-represented perspectives—historical events and developments in the Church as they relate to contemporary events and developments through reading assessments, small-group discussions, and directed large-group conversation.

- Develop and acquire skills and competencies in research methods, critical thinking, academic voice, and ministry application by means of the Research Paper.

This course will have the following three items in the course evaluation at the end of the semester, *specific just to this course*, to help the instructor evaluate and improve the learning experience:

- The improvement in my skills and competencies for writing a masters-level research paper was:
- The ability of the course to bring awareness to traditionally underrepresented perspectives was:
- In terms of making my ministry more effective through the study of historical theology, the course was:

### Required Texts<sup>1</sup>

- Butler Bass, Diana. *A People's History of Christianity: The Other Side of the Story*. New York: HarperCollins, 2009. ISBN: 9780061448713.
- Dowley, Tim, ed. *Introduction to the History of Christianity*, **third edition**. Minneapolis: Fortress, 2018. ISBN: 9781506445960.

### Required Texts (also available as eBooks from George Fox library)

- Jennings, Willie James. *The Christian Imagination: Theology and the Origins of Race*. New Haven: Yale University Press, 2010. ISBN: 9780300171365.
- Olson, Roger E. *The Story of Christian Theology: Twenty Centuries of Tradition and Reform*. Downers Grove, IL: InterVarsity Press, 1999. ISBN: 9780830815050.

### Texts Used for Study of St. Francis & Ecotheology (available as eBooks)

- Brunner, Daniel L., Jennifer Butler, and A.J. Swoboda, *Introducing Evangelical Ecotheology*. Grand Rapids, MI: Baker Academic, 2014.
- Kimmerer, Robin Wall. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*. Minneapolis, MN: Milkweed, 2013.

### Recommended Text

- Turabian, Kate L. et al. *A Manual for Writers of Term Papers, Theses, and Dissertations*, **ninth edition**. Chicago: University of Chicago, 2018. ISBN: 9780226430577.

## Course Assignments

### Contracting for for "A" or "B" grade

- Before we break for BridgeWeek, you will decide whether to contract for an "A" or a "B" grade.
- In general, contracting for a "B" grade allows you to complete course requirements in about 20 less hours over the term (see below), by doing less primary and secondary reading and writing a shorter research paper.
- Those contracting for an "A" must still do "A" or "A-" work in order to earn those grades. Those contracting for a "B" can earn as high as a "B+".
- If you are a MATS student, you must contract for an "A" grade.

### Attendance & Participation (10% of grade)

- Attendance at all Zoom sessions is expected. Absences, tardies, and early departures are reflected in the score for each session. Zoom sessions will be recorded. Making up a missed session by watching and responding to the recording lowers the grade for that session by 10%.

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<sup>1</sup> Students may order books from the GFU bookstore at: [www.bkstr.com/georgefoxstore/home](http://www.bkstr.com/georgefoxstore/home)

- You are able to improve this score through active, though non-dominating, participation.
- Severe non-involvement in course work could result in failing the course.

### Weekly Reading/Viewing (40%)

- This course employs a regular discipline of reading, both from required textbooks and from additional primary and secondary sources (available as pdf's on the website).
- Please note *carefully* what you are required to read and where you might have options.
- During the semester the professor will upload to the website recorded PowerPoint presentations, which may include instructions for the week's activity, devotional material, and class content. You are expected to view the presentations with *undivided* attention. Taking notes is recommended.
- You will report via Canvas each week on all required reading and viewing, including how thoroughly you engaged the material.

### Forum Discussions (15%)

Over the semester, in assigned learning teams of 3–4 students, you will participate in regular forum discussions around topics or questions drawn from the texts, video presentations, or additional selected readings.

### Research Paper (35%)

- You will write a research paper relevant to the content and timeframe of the course.
- The website has a list of [potential topics](#), although you are free to pursue any topic of interest. You must obtain approval from the instructor (via email) for your research topic.
- Clear [guidelines](#) for the paper, including length, structure, formatting, tutorials, and the grading rubric, are available on the website. Please follow the guidelines carefully.
- Please note the dates for getting the topic approved, submitting a draft bibliography, and turning in the final paper.
  - Sept 25: Topic and research question due for instructor approval
  - Oct 23: Outline and bibliography due for instructor feedback
  - Dec 4: Research paper due
- These dates are to help you discipline your time and get timely feedback from the instructor. The grade on this assignment is based solely on the final paper.

### Allotment of Course Hours

Assignment Name	“A” Track	“B” Track
Participation in f2f / Zoom sessions	16 hours	16 hours
Reading & Viewing	61 hours	49 hours
Discussion forums	15 hours	15 hours
Research paper	38 hours	30 hours
<b>Total</b>	<b>130 hours</b>	<b>110 hours</b>

## Course Schedule

**Week 1** (Mon–Sun, Aug 29 – Sept 4): **Why Study Christian History?**

Discussion Forum

**Week 2** (Sept 5–11): **Early Christian Community**

No Monday Zoom

Discussion Forum

**Week 3** (Sept 12–18): **On Dogma...and Humility**

Discussion Forum

**Week 4** (Sept 19–25): **Persecution and Martyrdom**

Discussion Forum

Research paper topic due

**Week 5** (Sept 26 – Oct 2): **Early Desert Christianity**

Discussion Forum

**Week 6** (Oct 3–9): **Trinity**

Discussion Forum

**Week 7** (Oct 10–16): **BridgeWeek**

No Monday Zoom

No Coursework for the Week

**Week 8** (Oct 17–23): **On Facts & History**

No Monday Zoom

Discussion Forum

Research paper bibliography and outline due

**Week 9** (Oct 24–30): **The Atonement Muddle**

Discussion Forum

**Week 10** (Oct 31 – Nov 6): **Christology**

**Week 11** (Nov 7–13): **Anthropology**

**Week 12** (Nov 14–20): **St. Francis of Assisi & Ecotheology**

Discussion Forum

**Week 13** (Nov 21–27): **Eastern Christianity**

Happy Thanksgiving

**Week 14** (Nov 28 – Dec 4): **Mysticism & Monasticism**

Research Paper due

## **Week 15 (Dec 5–11): Christian Imagination**

Discussion Forum

## **Finals Week (Dec 12–16): Looking Back, Looking Ahead**

Evaluation

# **Course Learning Standards & Commitments**

## Faculty Commitment to Student Engagement

Seminary faculty promise to provide regular and substantive interaction with students [ES 1.6.2] as follows:

- **Regular:** Faculty promise to interact with students in a predefined, consistent, frequent, and timely basis as follows:
  - Synchronously: In person during a synchronous engagement such as face-to-face class, a phone call, chat, or during audio/video conferencing.
  - Asynchronous: Through email, a forum discussion posting, voicemail, or facebook group posting (when appropriate).
  - The instructor will respond to emails within two business days (48 hrs).
  - If students have an urgent need, they may contact the instructor by email, marking it urgent, and/or by voice mail immediately. Additionally, they may contact the program administrative assistant.
- **Substantive:** Faculty promise to be the primary (though not exclusive) person to lead class conversations around the course subject and provide feedback on assignments, projects, or exams so as to allow students the opportunity to adjust their performance and adjust their understanding or misunderstanding of the material (two business days to a week for more substantive assignments or exams).

## Student Commitment to Learning

- **Assignment Due Dates:** You are required to meet all deadlines for assignments and activities as outlined in the schedule. Late work will automatically lose one letter grade following the submission deadline and a further grade for each week it is delinquent beyond the due date. You will need to contact the professor, preferably in advance, for consideration due to extenuating circumstances.
- **Learning Community Engagement:** Class attendance and regular online participation is required in order to create a robust community-learning environment. Therefore, if you are unable to engage online or in class for more than 3 weeks throughout the course, you will receive at least a letter grade reduction. If you miss 4 or more weeks throughout the course, you may not pass the class. In addition, hybrid courses require full participation at intensive f2f sessions. If you miss more than 3 hours of f2f in a hybrid course, you cannot pass the class.
- **Because Zoom is such a significant part of this course,** students are expected to participate in all Zoom sessions with integrity, intentionality, and full presence.

## Zoom Protocols

Whether in person or in a virtual setting, the presence and active attentiveness of every individual creates an engaging learning environment for the entire class. Portland Seminary has these protocols as requirements for all zoom instruction.

- Mute your mic unless you have something to say, or you are in a small group discussion.
- Turn on your video for the complete instructional time.
- Be present in a stationary learning posture—no driving or walking.
- If you use a zoom background, make sure it is one that Jesus would use.
- Contact the professor through chat at the beginning of class or in an email prior to class to advise her/him of any occasional reason for not following these guidelines.

## Course Workload

- Hours of work / credit hour: The total number of work hours including class time for a 2-credit course is 85–90 hours over the course of a semester. Because people work at different rates, the actual number of hours per individual may vary.
- For hybrid courses, seat hours may include hours spent online in discussions or chat rooms. Any time the student is interacting in a collective way with other students and faculty may qualify as seat time.
- Coursework may include: reading books or journals, writing reflection papers, creating a project or portfolio, doing a group or individual presentation, developing PowerPoint or CD projects, doing interviews, training others, preaching or public speaking events, creating art or music projects, etc. Any creative or traditional method of helping students learn, assimilate, and reproduce information, be formed, and develop skills may be used for coursework.

## General Hours Breakdown

- Reading guidelines:
  - For dense material such as theology, history, commentaries, technical information, etc., plan for 25 pages/hour.
  - For lighter professional or formational material, plan for 30–35 pages/hour.
- Writing guidelines:
  - Research paper or research essay: for the research, writing, and editing of a formal research paper, plan for one hour for every 100 words (e.g. dedicate 30 hours for a 3,000 word research paper).
  - Reflection paper: for the writing and editing of a reflection paper, plan for one hour for every 300–400 words.
- Online guidelines: Time for discussions online will depend on the number of students in the class, the nature of the responses the student is to make, and the depth of the material. It can vary between 30–60 minutes, even more sometimes.
- All other projects and work should have careful and accurate time parameters spelled out in the syllabus.
- These are general guidelines and should reflect the average student in your class, not the most gifted student.

## Academic Honesty

- It is assumed that students at George Fox University will endeavor to be honest and of high integrity in all university matters. Cheating, fabricating, plagiarizing, and the disruption of classes give evidence of a lack of respect and integrity. Cheating is defined as “intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.” It is

assumed that whatever is submitted by a student is the work of that student and is new work for that course.

- Fabrication is “intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.” Plagiarism is “intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.” One who facilitates any of the above is equally responsible with the primary violator. Penalties may include restitution, an “F” on an individual paper or exam, loss of campus position or employment, an “F” on a course, disciplinary probation, and suspension.

### Equality, Civility, and Inclusive Language

- Portland Seminary endeavors always to treat the members of its community with respect and communicate with civility. We honor one another’s differences, be they religious, cultural, gender-related, or political. Our belief that every person is created in God’s image extends to how we treat one another.
- We wish to challenge patterns of language that may be doing harm even when harm is inflicted unconsciously and without intention. We expect every member of our community, both inside and outside the classroom, to avoid dehumanizing or exclusive language in conversations with one another. “Dehumanizing” means any language that diminishes another’s humanity; it includes not only insulting discourse, but also the refusal to pronounce someone’s name correctly, imposing nicknames on others without their consent, speaking of people using non-human terminology, failure to extend grace when one’s weaknesses become apparent, stereotyping and the presumption of attributes and roles based on race, age, gender, able-bodiedness, and/or sexual orientation.
- Bearing in mind that language reflects, reinforces, and creates social reality, the Seminary expects class conversation and written work to employ language that respects the equal dignity and worth of all human beings. Care should be taken to use inclusive language, images, and metaphors, both for humans and for God, in classroom dialogue, in-class presentations, online interactions, and all writing assignments.

### Online Community Netiquette

You will be joining colleagues in an online community. You’ll be working on a weekly schedule that establishes a community rhythm of communication. There will be times that you’ll be assigned to work in a small group. Please honor your colleagues by giving them your full participation. Here are some netiquette tips you may find helpful:

- Don’t use ALL CAPS. IT TRANSLATES AS SHOUTING!
- Unless your instructor has given specific word counts for discussions, it’s best to limit a posting to no more than a paragraph or two (i.e. no more than 100-150 words). You can always come back and add more to the group discussion. This gives everyone an opportunity to make a contribution, rather than have one person ‘cover all the ideas’ or control the conversation.
- Be sure to make contributions! Even if you feel everything has been said, you need to contribute more than “I agree” or “I think we’ve really covered it.” Your presence is important to your colleagues. If you don’t make postings, it will have a negative impact on your community.
- Be careful to stay on subject. If you want to pursue something off topic, you can move that discussion to the Conversations in the Commons.
- Treat all communication as confidential unless you’ve received permission to share outside of your learning group.
- Before communicating with your instructor privately (e.g. via email or phone) ask yourself, “Would my colleagues benefit by being included in this discussion?” Try to share questions and concerns in

view of colleagues, since they may have the same question or concern in mind. Post your question in the appropriate forum and invite the instructor to respond (see Instructor Availability).

- Always give credit to the originator of a thought you are sharing.
- You'll be challenged by divergent viewpoints. Try to use "I" statements when pursuing a constructive debate:
  - What I hear you saying is...
  - Here is what I've experienced...
  - It would help me to know how you hear what I'm saying because I'm not sure I'm being understood.
  - I understand that your view is different from mine. Here's what I'm hearing...
- If you are angry, don't respond immediately. You might want to write a draft to organize your thoughts and come back to it later to make revisions and determine if it should be sent.
- Make an effort to demonstrate to your colleagues that you can objectively consider opposing views.
- Avoid criticizing and/or attacking opposing views. Be respectful of people whose views differ from your own.
- Seize every opportunity to genuinely affirm a colleague.

### Accessibility

- My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.
- Your browser has accessibility features you can control. For example, you can choose to view larger text in your web browser. Some individuals, including those who use screen readers to read aloud text on the screen, find it easier to follow discussions when posts are presented to them in an email message.

### General Writing Parameters

- In addition to demonstrating your understanding of the subject, your writing also reflects the level of investment you make in your work. Please take care to use proper English grammar. (See such helps as the [Chicago Style Guide](#) or [Purdue's Online Writing Lab](#).) Always give credit to other peoples' work and respect copyright guidelines.
- Written assignments should use 12-point Times Roman font, be double-spaced, and use 1-inch margins. We ask that you submit your document as a Word (.docx or .doc) file. This reduces compatibility problems and will allow for more options in making comments on your work. Portland Seminary requires the use of Turabian for formatting of submitted work (footnotes, endnotes, bibliography, etc.).

### Electronic Equipment in the Classroom

- While we value the advantages and usefulness of technology, we want to be sensitive to the use of technology and social media in the classroom setting, especially during lecture and discussion times. We believe that honoring both the work of the presenter and the learning environment of your colleagues is an issue of creating hospitable space.
- If you feel that you need to leave your cell phone turned on during our time together, please make sure that it is silenced. If you are connected to the Internet during class time, please be thoughtful of how you might be distracting your neighbor. It is not our intention to dictate your behavior in the



classroom; it is simply our desire to create and maintain an environment of mutual respect and collegiality.

### Intellectual Property

- The teacher's entire classroom and online content—whether written or spoken, in lectures, discussions, PowerPoints, or handouts—is the intellectual property of the teacher. It cannot be cited, quoted, or propagated in any way, other than in the classroom or on the course's Canvas website, without the permission of the teacher. If you want to record a class lecture or quote from classroom content, please obtain the teacher's permission via email beforehand.
- In addition, the comments of other students should likewise be held in confidence. The purpose of this policy is to create a safe environment in which everyone can take risks in learning without fear of reprisal.

### Course Evaluations

- Course evaluations are very important to the effectiveness of our learning community. The Dean and faculty routinely review course evaluations. Full-time faculty are reviewed each year through their faculty growth plans, and course evaluations and comments are part of the reflection. Hybrid/online courses are evaluated each time they are taught. Course improvements are made because of these reviews. Therefore, part of a course's requirements is the completion of the evaluation. Partial feedback from a few in a class is rarely helpful.
- Our accrediting bodies, ATS and NWCCU, require regular evaluation so that the seminary is in a constant feedback loop to improve the learning experience for students and to accomplish program goals. Course evaluations are confidential. All written comments are typed up before faculty or the program directors see them.
- This course will have three questions specific just to it, to help the instructor evaluate and improve the learning experience (see Course Learning Objectives above).

## Grading System

<b>GPA</b>	<b>Percentage</b>	<b>Letter Grade</b>
4.0	100-93	A
3.7	92.99-90	A-
3.3	89.99-87	B+
3.0	86.99-83	B
2.7	82.99-80	B-
2.3	79.99-77	C+
2.0	76.99-73	C
1.7	72.99-70	C-
1.3	69.99-67	D+
1.0	66.99-60	D
0	52.99-0	F

## **COVID-Related Information**

### Wearing facial coverings in classrooms

- To help mitigate the transmission of COVID-19, it is required that all students wear masks or other face coverings in classrooms, laboratories, and other similar spaces where in-person instruction occurs. The masks/face coverings must cover both nose and mouth, and be worn for the duration of class, inside all university buildings, and outside whenever you are or are likely to come within 6 feet of another person. Face masks are not required to join classes via Zoom.
- For any faculty, staff or students who have a medical condition that prevents safely wearing a covering directly over the nose and mouth, a clear face shield may be worn instead.

### COVID-19 Health-Related Class Absences

- Please evaluate your own health status regularly and refrain from attending local classes if you are ill. You are encouraged to seek appropriate medical attention for treatment of illness. In the event of contagious illness, please do not come to face-to-face classes or to campus to turn in work.
- For online courses, you have the freedom to determine if you are not able to join a Zoom session due to illness. If that is the case, please notify me by email about your absence as soon as practical, so that accommodations can be made. Please note that documentation (a Doctor's note) for medical excuses is NOT required.

# University Services

## Disability Services Information

- Portland Seminary is committed to providing equality of opportunity and meaningful access for qualified students with physical, psychological, attentional or learning-based disabilities in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student with a disability at George Fox University is someone who, with reasonable or no accommodations, is capable of meeting George Fox's academic standards." (<https://www.georgefox.edu/offices/disabservices/policies.html>)
- If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to the Disability Services Office. For more information, go to [georgefox.edu/das](http://georgefox.edu/das) or contact [das@georgefox.edu](mailto:das@georgefox.edu).

## Portland Writing Center (PWC)

**The Portland Writing Center (PWC)**, located in the Portland Center Library, is available for Zoom video conference and email writing consultations. Graduate, George Fox Connect (GFC), and George Fox Digital (GFD) students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. Check [wc.georgefox.edu](http://wc.georgefox.edu) for additional information, including hours of operation and appointment scheduling. For more information, email the Writing Center at [wc@georgefox.edu](mailto:wc@georgefox.edu).

## Inclement weather

George Fox University closure policy: <https://www.georgefox.edu/news/closures/>

## Technical Requirements

- This course requires Internet access. We highly recommend high speed access, but dial up access is adequate for this course.
- This course requires some downloadable software. You'll be able to download the following by using instructions provided at [GFU Institutional Technology Services](http://www.georgefox.edu/offices/inst_technology/services/downloads.html) [http://www.georgefox.edu/offices/inst\\_technology/services/downloads.html](http://www.georgefox.edu/offices/inst_technology/services/downloads.html) :
  - Adobe Acrobat Reader
  - QuickTime media player
- You can purchase software from Microsoft, Adobe, and more through the vendor, [Techhead.org](http://www.techhead.org) <http://www.techhead.org> where you'll receive an educational discount when you select George Fox University (OR) in the "Higher Ed" dropdown menu on the home page.
- While the course management system, Canvas, will work with both PC and Mac, it has a definite preference for browsers. Firefox is the preferred browser (download at <http://www.mozilla.com/en-US/firefox/>). Canvas experiences posting, editing, and file uploading failures with both Internet Explorer and Safari.
- Always compose your work in your local computer's word processing program. Cut-and-paste your work into Canvas. Never compose your work in Canvas. If you experience an Internet connection failure or a posting or edit does not save, for whatever reason, your work will be irretrievable.
- If you need technical assistance, you can contact the George Fox University Service Desk using one of these three methods:
  - Call 503.554.2569
  - Email: [servicedesk@georgefox.edu](mailto:servicedesk@georgefox.edu)