

# CHRISTIAN HERITAGE

**REL.1350-02**

**MWF 8:00-8:50**

**Tidwell 101**

**Spring 2019**

---

Dr. Noel Forlini Burt

Email: Noel\_Forlini@baylor.edu

Office: Tidwell 220

Phone: 254-710-3258

Office Hours: 10:00-12:00 and 2:15-4:15 MWF

Graduate Assistant:

Cara Forney, Cara\_Forney1@baylor.edu

Office: Tidwell B015

"The most brilliant people really don't know very much. We will not move along our journey if we are afraid to ask questions...Can I call a Christian from another denomination less Christian than those in my own without further battering the broken bride of Christ? How do I help to heal and not to separate? Never with pride. Never with being sure that I am right and everybody else is wrong. There's an old story of a student who went to a famous old rabbi and said, 'Master, in the old days there were people who could see God. Why is it nobody sees God nowadays?' The old man answered, 'My child, nowadays nobody can stoop so low.'"

-Madeline L'engle, *A Stone for a Pillow*-

## **Our Hopes for the Course:**

Christian Heritage (REL 1350) is an introduction to Christian life and thought, from the early church to the present, through an examination of great texts with an emphasis on Christian doctrine, ethics, witness and institutions. Through studying these great texts, students will increase their awareness of the cultural, historical, literary, theological, moral, and spiritual tradition of the Christian faith.

### **Our course goals include the following:**

- Understand the general flow of church history, from the early church to the present day
- Appreciate the contributions of various apologists, martyrs, mystics, activists, and others to the Church
- Experience—and not only understand—some of the practices of the Christian thinkers we'll be reading

- **Dialogue hospitably within an academic community**, engaging in contextual, critical, and compassionate dialogue
- Begin asking our own questions about God, the role of the Church, and so on, looking to find our own place inside of God's story
- Find joy in being together each day

**By the end of this course, we hope to be able to:**

- Trace the major historical shifts that take place from the founding of the Church in the New Testament to the present day
- Compare and contrast the various streams of Christian expression: apologists, martyrs, social justice advocates, etc.—and discuss their contributions to Christian history
- **Value viewpoints that differ from our own**
- Use the library to locate materials relevant to writing a major theological research paper
- Write a paper that evaluates a particular thinker's ideas and contributions to church history
- **Cultivate a joyful, open, comfortable community of friends who listen well** to each other, challenge each other, and care about one another

**Our Opportunities for Growth:**

**Coffee with the Professor (5%):** Yes, seriously, this is an assignment. This semester, students will schedule a 15-minute conversation with me in my office over coffee (if you're not a coffee lover like me, I'll do my best not to hold that against you☺). I care about your academic performance in my class, but more importantly, I care about you and want to know you. We can talk about anything you'd like to talk about—your Christmas vacation, your major, your grandmother, how Ben Affleck is the worst Batman ever, anything at all. The choice is yours. I'm just excited to spend time together.

**Letters to the Author (10%):** Throughout the semester, students will compose *seven* 1-2 page letters to the author of their choosing within a particular unit. Ideally, students will select authors with whom they fundamentally disagree. The purpose of this assignment is threefold:

- For students to relay the fundamental points the author is attempting to convey in an effort to remember and understand the material
- For students to personalize their reading experience, underscoring that this author was a real person at a real place and time

-For students to develop empathy for a point of view that differs from their own, getting inside the mind and heart of an author with whom they disagree, with an attempt to read charitably

-For students to take some sense of ownership in class discussions over a particular thinker for the day

**Note:** A sample letter to the author has been posted to Canvas under “Files.”

**Due Dates for these letters are as follows, to be posted to Canvas before class meets:**  
**Wednesday, January 23; Wednesday, January 30; Monday, February 18; Friday, March 8;**  
**Friday, April 5; Friday, April 12; and Monday, April 29.**

**Spiritual Practices (10%):** Throughout the semester, rather than reading about a particular Christian thinker or stream of Christian thought, students will be invited to “enter in” to the practices and to write a half-page reflection about the experience.

**Spiritual Practice #1:** Read Luke 4:1-13. God created us with appetites. But God did not intend that we be ruled by these appetites, as we often are. Identify an appetite that seems to be dominating your life (It could be food, shopping, “screen time” like your phone or Facebook, gossip, etc.). Commit yourself to fasting from it for one week. In place of that appetite, memorize an appropriate passage of Scripture and pray for areas of the world that lack what you so desperately crave. Write a reflection about your experience. **Reflection due to Canvas by midnight on Wednesday, February 6.**

**Spiritual Practice #2:** We have spent time reading and talking about martyrs, desert monks, priests, and mystics/people with mystical inclinations. Choose one of these kinds of Christians and “sit with” him/her for a week. Use your imagination, assuming that he/she knows you inside out and can talk to you. Spend some time with him/her and imagine what wisdom he/she might offer to you right now. Reflect on that experience. **Reflection due to Canvas by midnight on Monday, February 11.**

**Spiritual Practice #3:** Read Psalm 62:1-8, Matthew 6:5-15, and Romans 8:26-27. Spend a week practicing silent prayer, both in the morning and in the evening. Sit in a quiet place and still the soul. If distractions arise, as they surely will, then surrender them to God in the form of a prayer. Repeat a verse like, “For God alone my soul waits in silence.” Reflect on how this exercise helped you (if it did) to communicate with God, center yourself, and what challenges you encountered in the experience. **Reflection due to Canvas by midnight on Monday, February 18.**

**Spiritual Practice #4:** In conjunction with our study of the Protestant Reformers, we will emphasize “the Word,” because they did. Spend one week engaging the ancient practice called *lectio divina*, sacred reading. Supplemental instructions for this practice are posted to Canvas under “Files.” **Reflection due to Canvas by midnight on Monday, March 25.**

**Spiritual Practice #5:** Attend one church service outside your comfort zone. If you're a Protestant, consider attending a Catholic service. If you're Catholic, consider attending a Protestant church service. If you are Caucasian, consider attending an African American service. If you are fairly conservative on issues related to women, LGBTQ, etc., consider attending a service where there is a woman pastor, or a church that is open and affirming to the LGBTQ community. If you are fairly left-leaning already, consider attending a church that focuses on the "fundamentals" of the faith (i.e., is more conservative than you are). Reflect on the experience. Did you feel uncomfortable? Why? Did you learn anything about yourself or about Christians who are different from you? Did the experience change your perception about who is and is not Christian? A list of churches in Waco is posted to Canvas under "Files." **Reflection due to Canvas by midnight, Friday, May 3.**

**Exams (50%) (5 at 10% each):** Sorry, exams are just part of the deal. But here's the good news: you may decide whether you take an individual exam or a group exam. It makes absolutely no difference to me which decision you make. A group can be as small as two and as large as 60, but everyone in the group has to contribute, and you have to work out who will be in your group on your own. No one who wants to be in a group may be excluded; we are to practice hospitality, so look out for and care for each other. If you decide on the group exam, you have to give your group a funny name (**Note:** The funny name is not negotiable). **Dates for these exams are Monday, February 4; Wednesday, February 27; Friday, March 29; Wednesday, April 17; and Wednesday, May 8.**

**Major Paper About A Historical Figure/Great Text (25%):** Students are to write a 5-7 page, double-spaced paper based on a primary text written by a major figure in church history/the spiritual life. Students may choose among the figures listed below, which encompass a wide array of theologians, saints, martyrs, mystics, and social activists. Attention has also been given to racial/ethnic and gender diversity among the options listed below. Students are to read the selected primary text, examining it, offering a critique of it, and demonstrating its importance for the field of church history and/or the spiritual life. Students are also to draw connections between their text and themes we have discussed in class. Students are to use and cite a minimum of four scholarly sources to illuminate the historical circumstance undergirding the text, to provide biographical information about the author, and to help understand their primary text. On **Friday February 8**, we will meet in the library to speak with theological librarian Bill Hair about research for this project. We will then spend two additional days in the library doing consultation with me and research on **Friday, March 22 and Monday, March 25. You must have your secondary sources approved by me on either of these two dates. The paper is due on Wednesday, May 1.**

**Students have the opportunity to select one of the following Christian thinkers and his/her primary text:**

- Polycarp**, *Polycarp's Letter to the Philippians & His Martyrdom*
- Tertullian**, *On the Apparel of Women*
- Gregory of Nyssa**, *The Life of Moses*
- The Desert Fathers: Sayings of the Early Christian Monks (Penguin Classics) (Benedicta Ward, editor)**
- Carlo Carretto**, *Letters from the Desert*

- St. Benedict**, *The Rule of St. Benedict*
- Bernard of Clairvaux**, *Bernard of Clairvaux: Selected Works* (The Classics of Western Spirituality)
- John of the Cross**, *Dark Night of the Soul*
- The Cloud of Unknowing** (anonymous)
- Julian of Norwich**, *Revelations of Divine Love*
- Teresa of Avila**, *Interior Castle*
- Brother Lawrence**, *The Practice of the Presence of God*
- John Wesley**, *The Journal of John Wesley*
- W.E.B. Dubois**, *The Souls of Black Folk*
- Desmond Tutu**, *God Is Not A Christian: And Other Provocations*
- Elizabeth Cady Stanton**, *The Woman's Bible*
- Thomas Merton**, *The Ascent to Truth*
- Henri J.M. Nouwen**, *The Return of the Prodigal Son: A Story of Homecoming*
- James Cone**, *The Cross and the Lynching Tree*

Students are to use Times New Roman, twelve-point font, double-spaced, one-inch margins, numbered, and stapled. They will include appropriate footnotes in Chicago/Turabian style of citation of sources. Each paper will include a bibliography of sources used.

---

### **Texts & Readings:**

Sittser, Gerald L., *Water from a Deep Well: Christian Spirituality from Early Martyrs to Modern Missionaries* (Downers Grove, Illinois: IVP, 2007).

Turabian, Kate, *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers* (Chicago Guides to Writing, Editing, and Publishing) (Chicago: University of Chicago Press, 2013).

C. Douglas Weaver, Rady Roland-Figeroa, and Brandon Frick, *Exploring Christian Heritage: A Reader in History & Theology*, 2<sup>nd</sup> Edition (Waco, TX: Baylor University Press, 2017).

\*Abbreviation: *ECH*

Supplemental readings or videos as assigned.

### **Grading Scale**

A	100-93 below 60	B+	89-87	C+	79-77	D+	69-67	F
A-	92-90	B	86-83	C	76-73	D	66-63	
		B-	82-80	C-	72-70	D-	62-60	

## **Title IX Office**

### *Sexual and Gender-Based Harassment and Interpersonal Violence Policy*

Baylor University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities, and it does not tolerate discrimination or harassment on the basis of sex or gender. This policy prohibits sexual and gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, and retaliation (collectively referred to as prohibited conduct).

For more information on how to report or to learn more about our policy and process, please visit [www.baylor.edu/titleix](http://www.baylor.edu/titleix) or call the Title IX Office at (254) 710-8454.

## **Counseling Services**

The Counseling Services mission is to facilitate the educational experience and total development of students by reducing mental illness and distress and by enhancing mental health, well-being, quality of life, and optimal human functioning. The Counseling Center is located on the second floor of the McLane Student Life Center. To schedule an appointment, call (254) 710-2467. The Counseling Center is open Monday through Friday, from 8 a.m. until 5 p.m. and is free for students.

## **Students with Disabilities**

If a student requires academic accommodations related to a documented disability he/she should inform me immediately at the beginning of the semester. You are responsible for obtaining appropriate documentation and information regarding accommodations from the Baylor University Office of Access and Learning Accommodation (OALA). Contact Information: 254710-3605- Paul Foster Success Center, 1st floor on the East Wing of Sid Richardson.

## **Academic Integrity**

As is clearly stated in the Baylor University Honor Code, plagiarism or cheating in any form will not be tolerated. It is a clear violation of student-teacher trust as well as student-institution trust. For Baylor's statement on such matters, please see the Baylor student handbook or <http://www.baylor.edu/honorcode>

## **Course Schedule and Assignments:**

**Monday, January 14: Cultivating and Defining Our Community Together**

*Unit One: The Early Church: Defining and Defending the Faith*

**Wednesday, January 16: Introducing Christian Spirituality**

Friday, January 18: **The Apostolic Fathers** (Read *Water from a Deep Well*, **Introduction & ECH**, Ignatius of Antioch and *The Didache*, pages 1-5)

Monday, January 21: **MLK Day; NO CLASS**

Wednesday, January 23: **The Apologists** (Read ECH, Justin Martyr, Tertullian, and Origen, pages 5-7, 19-21, and 24-26); **Letter to either Justin Martyr, Tertullian, or Origen due to Canvas before class today.**

Friday, January 25: **The Martyrs** (Read *Water from a Deep Well*, **Witness**, and ECH, pages 14-17)

*Unit Two: Imperial Christianity (300-500 AD)*

Monday, January 28: **Constantine and the Edict of Milan** (Read ECH, pages 27-28)

Wednesday, January 30: **Desert Monasticism** (Read *Water from a Deep Well*, **Struggle and Rhythm** and ECH, pages 33-35 and pages 39-42); **Letter to Antony of Egypt due to Canvas before class today.**

Friday, February 1: **TEST ONE REVIEW**

Monday, February 4: **TEST ONE**

Wednesday, February 6: **Celtic Spirituality**, Guest Lecture, Cara Forney, Doctoral Teaching Assistant **Spiritual Practice Reflection due to Canvas by midnight tonight.**

Friday, February 8: **Library Day, Bill Hair, Meet in Moody 104**

Monday, February 11: **No Class, Instructor at Conference; Spiritual Practice Reflection due to Canvas by midnight tonight.**

Wednesday, February 13: **Augustine & Pelagius** (Read ECH, pages 43-51)

*Unit Three: Medieval Christianity: Destabilizing the Faith (600-1500 AD) (The Mystics)*

Friday, February 15: **The Eastern Tradition** READ ECH, pages 53-57 and *Water from a Deep Well*, **Holy Heroes**

Monday, February 18: **The Western (Roman) Tradition: The Flowering of Christian Mysticism** (Read ECH, pages 73-81 and *Water from a Deep Well*, **Union**); **Letter to either John of Damascus, Bernard of Clairvaux, Francis or Clare of Assisi, or Bonaventure due to Canvas before class today; Spiritual Practice Reflection due to Canvas by midnight tonight.**

*Interlude: Pre-Reformation Stirrings*

Wednesday, February 20: **The Crusades** (Read ECH, pages 65-66) Guest Lecture, Brent Nessler, Truett Seminary Student

Friday, February 22: **Laying the Egg That Luther Hatched: Humanism and Scholasticism** (Read ECH, pages 98-101)

Monday, February 25: **TEST TWO REVIEW**

Wednesday, February 27: **TEST TWO**

**Unit Four: The Age of Reformation: Reforming the Faith (1500-1700) (The Reformers)**

Friday, March 1: **Martin Luther and the Protestant Reformation** (Read *Water from a Deep Well, Word* and ECH, pages 101-109)

Monday, March 4: **Martin Luther, Continued**

Wednesday, March 6: **Martin Luther, Continued**

Friday, March 8: **John Calvin** (Read ECH, pages 112-119); **Letter to either Martin Luther or John Calvin due to Canvas before class today.**

Monday, March 11: **SPRING BREAK, NO CLASS**

Wednesday, March 13: **SPRING BREAK, NO CLASS**

Friday, March 15: **SPRING BREAK, NO CLASS**

Monday, March 18: **Zwingli, Simons, and the Radical Reformers** (Read ECH, pages 120-126).

Wednesday, March 20: **The Council of Trent and the Catholic Reformation** (Read ECH, pages 127-135)

Friday, March 22: **Library Day/Student-Teacher Conferences (Class Meets in Jones 200)**

Monday, March 25: **Library Day/Student-Teacher Conferences (Class Meets in Jones 200); Spiritual reflection practice due to Canvas by midnight tonight. List of secondary sources for major paper due.**

Wednesday, March 27: **TEST THREE REVIEW**

Friday, March 29: **TEST THREE**

**Unit Five: The Age of Modernity: The Faith Questioned (1700-1900) (The Revivalists)**

Monday, April 1: **Puritan Christianity: Quakerism** (Read ECH, pages 142-145)



Wednesday, April 3: **Sinners in the Hands of an Angry God: The First Great Awakening**  
(Read ECH, pages 148-156)

Friday, April 5: **The Second Great Awakening** (Read ECH, pages 167-172); **Letter to either Jonathan Edwards, Peter Cartwright, or Charles Finney due to Canvas before class today.**  
Guest Lecture, Cara Forney, Doctoral Teaching Assistant

Monday, April 8: **Modern Stirrings: The Age of Enlightenment** (Read ECH, pages 157-158)

### ***Unit Six: The Activists***

Wednesday, April 10: **Slavery and Christianity** (Read ECH, pages 172-182)

Friday, April 12: **(First-Wave) Feminism and Christianity** (Read ECH, pages 190-192);  
**Letter to Elizabeth Cady Stanton due to Canvas before class today.**

Monday, April 15: **TEST FOUR REVIEW**

Wednesday, April 17: **TEST FOUR**

Friday, April 19: **EASTER HOLIDAY, NO CLASS**

Monday, April 22: **EASTER HOLIDAY; NO CLASS**

### ***Unit Seven: Modern and (Post)Modern Faith***

Wednesday, April 24: **The Evangelicals** (Read ECH, pages 185-190, pages 200-201, and pages 214-216 and *Water from a Deep Well, Conversion*)

Friday, April 26: **Liberal Christianity**

Monday, April 29: **Liberation Theology** (Read ECH, pages 242-243 and 248-254); **Letter to either Gustavo Gutiérrez, James Cone, or Rosemary Radford Ruether due to Canvas before class today.**

Wednesday, May 1: **Second Vatican Council** Read ECH, pages 235-238, Guest Lecture, Cara Forney; **Major paper due to Canvas by midnight tonight.**

Friday, May 3: Read *Water from a Deep Well*, **Conclusion LAST DAY OF CLASS Spiritual Practice Reflection due to Canvas by midnight tonight.**

Wednesday, May 8: **EXAM FIVE (FINAL EXAM) 4:30-6:30 p.m.**