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# CH 501 Church History I

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# Church History 501

Three hours

## The Church in History

8:00-9:40 AM, Tuesday & Thursday

Spring Term, 2002

Professor Kinghorn

### A. Course Description

CH 501. This course is an introduction to the development of Christianity from the Apostolic Period to the Reformation. Emphasis is placed upon the central historical figures, movements, and theological issues, with attention given to their importance for Christian ministry today. Major primary texts and interpretive studies will be read.

### B. Learning Goals

#### I. General Goals

1. To feel and appreciate the Christian Tradition so the student understands that our generation lives on the growing edge of a vast Christian heritage.
2. To grasp the normative historical expressions of the church that defined its community and mission. The historical traditions developed within the history of Christianity will be related to the challenges to, and opportunities for, Christian ministry today.
3. To acquire basic factual knowledge of the persons, places, dates, events, and movements that shaped the history of the Christian Church.
4. To comprehend the issues that motivated the Church to develop its beliefs, practices, and structures and to grasp why, from time to time, the Church modified them.
5. To understand the evolution of Christian doctrine with respect to scripture and tradition and to learn to discern between form and content.
6. To appreciate the importance of primary sources and the nature and effects of historical interpretation.
7. To view the present in the light of the prior beliefs and actions of the Christian community.
8. To evaluate one's Christian vocation in the light of the historical and theological currents of the Christian tradition.
9. To gain insight into the nature and practice of Christian ministry.
10. To acquire insight into the multi-ethnic and cross-cultural nature of ministry.
11. To participate in the task of developing capable and effective Christian leadership for the contemporary church which will maintain its faithfulness to its vital heritage.

#### II. Specific Goals

1. To identify the key historical periods of the pre-Reformation church.
2. To demonstrate an understanding of the major heresies that confronted the early Christian community, especially in terms of their departure from scripture.
3. To grasp the importance of the early ecumenical councils.
4. To clarify the meaning of heresy, error, and schism with applications to Christian ministry today.

5. To survey the essential components of early Christian music and worship in the light of their relevance to the contemporary church.
6. To explain the developments in church polity, which gave rise to the monarchical episcopacy and ultimately the medieval ecclesiastical hierarchy.
7. To distinguish the Apostolic Fathers, the Apologists, and major Church Fathers in terms of their key representatives and theological tasks.
8. To reflect critically on the problems and possibilities of church and state relations during the early centuries.
9. To articulate the monastic vision and its impact on Christianity.
10. To explore the interplay between church and culture as leading theologians developed their theologies, with a view to current applications in Christian ministry, and also including an examination of the rise of non-Western traditions of Christianity in their historical development.
11. To gain a basic understanding of Eastern Orthodoxy.
12. To explain the nature of Islam and its challenge to Christianity.
13. To acquire an understanding of the types of scholasticism.
14. To trace the evolution of the papacy.
15. To describe the late medieval movements of protest and understand the rise of the Renaissance that ran parallel to the waning of the Middle Ages.
16. To situate the Wesleyan tradition in the broader streams of Church History.

### C. Texts

1. Henry Bettenson, ed., *Documents of the Christian Church*, second edition (London, New York: Oxford University Press, 1963).
2. Justo L. González, *The Story of Christianity*, vol. I, *The Early Church to the Dawn of the Reformation* (San Francisco: Harper & Row, 1984). Vol. II will be used for CH 502.
3. Hugh T Kerr, ed., *Readings in Christian Thought* (Nashville: Abingdon Press, 1966).  
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4. Although not required, students may wish to obtain *The Baker Atlas of Christian History*, ed. Tim Dowley (Grand Rapids: Baker Book House, 1996).
5. Collateral reading: Dale T. Irwin and Scott W. Sunquist, *History of the World Christian Movement: Earliest Christianity to 1453* (New York: Orbis Books, 2001).

### D. General Guidelines

To achieve the Learning Goals, the course consists of readings in primary and secondary sources, class lectures, discussion, and three examinations. The course requires no paper. The following expectations apply to the course:

#### 1. Class attendance.

Due to the size of the class, the lecture method will predominate. Most of the material covered on the tests will be discussed and explained in class lectures. Because seminary policy requires class attendance, students who miss a class are expected to get the lecture notes from a peer. Absence from more than two classes will result in a grade penalty.

#### 2. The nature of the tests.

Test questions will be crafted in such a way so as to implement the course goals. Attention to these goals in studying will aid the student in preparation. The examinations will focus on both theory and the practice of ministry. Each of the three tests will be weighted toward subjects covered in the particular segment of the course being tested. However, students need continuously to review material covered in previous lectures. For example, some material from the first third of the semester may appear on the test for the second third of the semester.

## **E. Examination Schedule**

There are three examinations for the course. A variety of styles of questions will be employed. The examinations will focus on both theory and the practice of ministry. If in rare cases—such as sickness, funerals, or interviews with a Conference Board of Ordained Ministry—you must miss a test, it is important to notify the professor ahead of the examination date and arrange to take the test. Failure to appear for a test without notification may result in a grade penalty.

First Examination: TBA  
Second Examination: TBA  
Final Examination: TBA

# **Lecture Guide**

## **Church History 501**

### ***1. The Fullness of Time***

This lecture examines the preparation of the world for the coming of the Christian faith. Attention is given to the religious and cultural milieu of the world into which Christianity came.

READ GONZÁLEZ, xii-xviii, 7-17

### ***2. The New Testament Church***

The class will look at the early Christian congregations with respect to their worship, ministry, organization, and status in the Roman world.

READ GONZÁLEZ, 18-30

### ***3. The Early Church and the Roman Government to 311***

This lecture considers the persecutions of the early church. Students will study the reasons for persecution, the nature of persecution, and the Christian attitude toward persecution.

READ GONZÁLEZ 31-57; 82-90; 102-108

READ BETTENSON, 1-16

READ KERR, 14-28

### ***4. The Organizational Development of the Early Church***

The class will examine the developments in the “ordained” ministry with respect to bishops, presbyters, and deacons. In addition, this lecture discusses the sources of authority—creeds and canon.

READ BETTENSON, 23, 24

READ KERR, 74-77

### ***5. Early Heresies***

This lecture deals with heresy, error, apostasy, and schism. The class focuses on the major Jewish and Gentile heresies, which threatened the church.

READ GONZÁLEZ 58-66; 151-172

READ BETTENSON, 35-51; 52-54; 77-79

### ***6. Great Theologians of the Early Church***

Students will become acquainted with the categories and the general concerns of the Apostolic Fathers and the early Greek and Latin Apologists. This lecture also looks at the major writers who do not fit into the general categories of the previous lecture. The class will consider the Alexandrian and Antiochian schools, as well as the towering figures of Irenaeus, Tertullian, Hippolytus, Cyprian, Ambrose, and Augustine.

READ GONZÁLEZ 67-81; 173-219

READ BETTENSON, 29-35; 54-59; 66-77

READ KERR, 28-68

### ***7. The Development of the Imperial State Church***

Students trace the shift from a small persecuted church to a large state-supported church. This turning point can be associated with the “conversion” of Constantine in 313.

READ GONZÁLEZ 113-135

READ BETTENSON, 16-23; 60-62

### ***8. Public Worship and Christian Fine Arts***

The class will look at the early developments of public worship, the sacraments, Christian art and music, as well as early forms of Christian devotion and spiritual formation.

READ GONZÁLEZ, 91-101

READ BETTENSON, 62-67

### ***9. The Rise of Monasticism***

This session deals with the monastic philosophy and expressions. The hermit forms (anchorites) and the community forms (cenobites) of monasticism receive attention. Special focus is given to St. Antony, Benedict’s *Rule*, and the development of the classic monastic orders.

READ GONZÁLEZ 136-150

READ BETTENSON, 116-128

### ***10. The Great Ecumenical Councils***

The early church worked out its Christology and its Trinitarian formula in four major Ecumenical Councils--Nicea (325), Constantinople (381), Ephesus (431), and Chalcedon (451). Of special importance are the doctrines of the Trinity and Christology.

READ BETTENSON, 24-29; 51-52

### ***11. Early Church Schisms***

Students will consider the nature and implications of schism in the church. Class discussion focuses on today’s relevance of the ancient heresies of Novatianism, Donatism, and Pelagianism. Special attention is given to the thought of Augustine as a shaping force in Christian orthodoxy.

### ***12. The Rise of the Papacy and the Beginning of the Middle Ages***

Gradually the church shifted from the East to the West. The time of Pope Gregory I (the Great) marks the advent of the long period of the Middle Ages. Gradually the church shifted from the East to the West. Students will study Britain’s conversion to Christianity and the importance of this development for the history of the Christian church.

READ GONZÁLEZ 231-250

READ BETTENSON, 79-87; 89-116; 151-173

### ***13. The Eastern Church***

This lecture discusses the distinctive features of Eastern Christianity, showing the similarities with Western (or Roman) Christianity, as well as the particular features of Eastern Orthodoxy. The causes of the Great Schism of 1054, between Eastern and Western Christianity, are detailed

READ GONZÁLEZ, 251-263

READ BETTENSON, 89-97

READ KERR, 68-73

### ***14. The Carolingian Renaissance and Life in the Middle Ages***

Emperor Charlemagne and other rulers helped “rescue” the church from the so-called Dark Ages. This lectures outlines the tensions between church and state that remained dynamic through the time of the Protestant Reformation. This lecture also deals with social and cultural expressions that dominated the Middle Ages.

READ GONZÁLEZ, 266-276

READ BETTENSON, 97-115

### ***15. The Crusades***

This session deals with the mentality of the crusading spirit in terms of a “Holy War.” Reasons for the failure of the crusades are discussed. During this period Christianity split into Eastern and Western branches with two seats of power—Rome and Constantinople.

READ GONZÁLEZ, 292-300

### ***16. Medieval Ascetic Organizations***

This lecture examines the major monastic orders of the high Middle Ages. Attention is given to the monastic revival at Cluny, the “canonical hours,” the Cisterican movement, the military orders, the Franciscans, Dominicans, and Augustinians.

READ GONZÁLEZ, 277-291; 301-307

READ BETTENSON, 128-132

READ KERR, 100-101

### ***17. The High Middle Ages***

During the high Middle Ages the church dominated Western culture, politics, and philosophy. Scholasticism dominated Roman Catholic thinking. Mysticism, as well, exerted a strong influence. This session evaluates the positive and negative legacy of this era of church history.

READ GONZÁLEZ, 307-319; 362-

READ BETTENSON, 132-135; 137-151

READ KERR, 80-100; 102-119

### ***18. Gothic and the Rise of the Universities***

This lecture deals with the Gothic vision and its impact on the Middle Ages. The class period will focus particularly on church architecture, Medieval education, and the beginning of universities.

READ GONZÁLEZ, 319-323

### ***19. The Medieval Papacy***

The zenith and decline of the Roman papacy marked the beginning of the end of the Middle Ages. Particularly, this lectures focuses on Pope Innocent III, who represents the papacy at its zenith.

***20. Movements of Protest & The Waning of the Middle Ages***

The class studies the forces, which led to the decline of the church-dominated Middle Ages. This lecture deals with Nominalism and the so-called Reforming Councils. The church left important marks on Western culture, but a new day came with the Renaissance and the Reformation. Prior to the Reformation a number of reform movements arose including the Waldenses, the Cathari, Savonarola, Wyclif, the Lollards, and Hus. The lecture considers such mystics as Eckhart, Julian of Norwich, à Kempis, Madam Guyon, and Fénelon.

READ GONZÁLEZ, 324-374

READ BETTENSON, 135-136; 173-182

READ KERR, 120-133