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CH 501 X Church History I

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CHURCH HISTORY I

Fall, 2001 3 hours

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This syllabus may be amended prior to the beginning of class.

Note: The development of this extended learning syllabus is intended for distribution to members of the course and others by my permission. It is not intended for general distribution on the internet. Permission to copy, whole or in part, must be requested from the professor.

WELCOME

Welcome to our class! I am delighted to be joining with you in a new learning venture. Let me take a moment to introduce myself to you and to begin laying some plans for our work together. Instructing students in church history is for me to join with you in exploring and sharing in the odyssey of a remarkable company of women and men; it is to communicate the heritage of the living message of the Body of Christ to its reigning Lord. It is to acknowledge our dependence upon that mighty cloud of witnesses (Hebrews 12:1) who have given testimony by word, deed, and life to His claim upon this universe. It is to recognize that we are not alone in ministry; instead, it is to discover that there are vital resources from the past that might empower and guide each of us who seeks to become a partaker in that vital company of the committed - - a vehicle through which God has incredibly transformed this planet over the past two millennia. It is a company filled with its share of failures as well as achievements in faith, and our awareness of both can hopefully enhance our capacity to live out our ministry with discernment and greater faithfulness to the Lord of the Church.

I appreciate your inviting me into your home to explore this with you and look forward to learning a something about you. Before we begin our journey together, please send me an email (50 words max is preferred!) indicating either (a.) what kinds of experience help you learn best? or (b.) How do you think this course may help you live a life pleasing to God? The way in which you think and feel in this course is important to me, and I want to provide regular evaluative feedback that might be helpful in your work.

Note: Our learning activities will be structured around one-week modules, with a week beginning at 9 am Monday (EST). Please send me your first email within this time frame.

COURSE DESCRIPTION

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 and theological issues, with attention given to their importance form Christian ministry today. Major primary texts and interpretive studies will be read.

COURSE OBJECTIVES

1. To understand and appreciate the Christian tradition so the student recognizes that our generation lives on the growing edge of a vast Christian heritage.
2. To acquire basic factual knowledge of the persons, places, dates, events, and movements that shaped the history of the Christian Church.
3. 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.
4. To understand the evolution of Christian doctrine and to learn to discern between form and content.
5. To appreciate the importance of primary sources and the nature and effects of historical interpretation.

6. To view the present in the light of the prior beliefs and actions of the Christian community.
7. To evaluate one's Christian vocation in the light of the Christian tradition.
8. To gain insight into the nature of Christian ministry.

CLASS STRUCTURE

The Course Center will contain a copy of the syllabus as well as all class modules.

The Discussion Center will be used for all public communications. Anytime you have a question or comment about the course, the modules, the assignments, or anything else which would be of interest to your classmates and me, you should post to the Discussion Center.

The CH501X Office is for private correspondence between you and me. This will contain items that you do not want to appear publicly before all of your classmates or items that you think may embarrass me if they were to appear publicly.

The Archives Center will be used for storing conversations that have already taken place during the course of the semester. This keeps the Discussion Center from becoming too unmanageable.

The Chat Center is intended primarily for real-time interaction among students. You can get together with other members to study, ask questions, or to explore topics. None of the conversations carried on in this location are ever saved.

The Resource Center provides access to a number of specific tools available to all ExL students. These include access to the B.L. Fisher Library, the Services in Estes Chapel, ExL Updates, Guidelines for Success, Helpful Hints, Interesting Links, a Powerpoint Viewer as well as a Real Audio player. I encourage you to take advantage of all these resources, and particularly to utilize the chapel access in order to connect with the seminary's on-campus opportunities for spiritual growth.

SUPPORT

The following individuals can provide important help to you should the need arise:

Jeremy Lucas (ExL_Support@asburyseminary.edu) can provide technical support should you encounter any difficulties.

Amy Jo Adams, the ExL Coach (ExL_Coach@asburyseminary.edu) or **Kevin Osborn**, the ExL Director (ExL_Director@asburyseminary.edu) can handle any number of questions or concerns you might have relating to the ExL program.

Hannah Kirsch (Hannah_Kirsch@asburyseminary.edu) is the ExL reference librarian.

Dorothy ("Dot") James (Dorothy_James@asburyseminary.edu) is the ExL contact for inter-library loans.

COURSE GOALS AND OBJECTIVES

During this summer semester, I expect that you will be able to 1) identify the major historical figures and movements which have contributed significantly to the formation of the doctrinal and institutional expressions of Early and Medieval Christianity; 2) explain the significant issues involved in clarifying the Person and work of Jesus Christ in the first five centuries after Christ, which took shape in the context of the quest to define orthodoxy over against heresy; 3) recognize and evaluate the major issues involved in the effort of the Christian Church to relate to the social and political structures of the ancient and medieval worlds; 4) explore and assess the different concepts of soteriology that emerged in the East and the West in this period; 5) examine the developing views of authority (both institutional and doctrinal) that were formulated to provide grounding for the several theological and ethical systems that predominated in early and medieval Christianity; (5) gain an introduction to non-Western expressions of Christian culture, in their historical development; and 6) to write about your understanding of these issues with increased precision and insight.

COURSE ASSIGNMENTS AND REQUIREMENTS

- We will have two comprehensive essay exams based on lectures and readings, one at mid-term and one at the end of the semester.
- Videotaped lectures and other lectures in text format will be mailed to you for your study in conjunction with the assigned readings.
- There will be three quizzes and two exams (mid term and final) primarily on the content of Gonzalez (volume one), and secondarily on the lectures and videotapes. Questions will be short answer in nature, to be answered in a paragraph (correct grammar) of 50 words (max.). The mid term and final will also have one question each on the Irvin/Sunquist volume (max: 200 words).

To help you think through issues of consequence, we will engage in three online learning exercises that will involve pro-contra-reply and also personal analogy. One of these will be scheduled before the mid-term and the other before the final exam. Our class will be divided into two groups for this purpose, called the Crusaders and the Prophets, and each group will be further subdivided into two subgroups, for a total of 4 groups. I will notify you regarding your group assignment. You are requested to carry out your discussion in your Team Folder.

Grading: Points will be assigned for the completion of the above course requirements as follows:

Quiz 1	20
Quiz 2	20
Quiz 3	20
Teaching Exercise 1	10
Teaching Exercise 2	10
Teaching Exercise 3	10
Class discussion (based on Weekly discussion questions)	20
Mid-Term Exam	60
Final Exam	80
Total	250

Upon completion of all requirements, grades will be determined in the following manner:

225 - 250	A (90 - 100%)
204 - 224	B (80 - 90%)
175 - 203	C (70 - 80%)
150 - 174	D (60 - 70%)
Below 149	F

REQUIRED TEXTBOOKS

Bettenson, Henry. Documents of the Christian Church. (Oxford paperback). This is a record of crucial letters and texts of official church proclamations that shaped the direction of church leadership in the history of the church.

Gonzalez, Justo. The Story of Christianity. Vol. I. (Abingdon paper ed.)

A concise but insightful analysis of the history of early Christianity, through the Middle Ages, that weaves a narrative that is often compelling for the reader.

Irvin, Dale, and Sunquist, Scott, eds., History of the World Christian Movement (Earliest Christianity to 1453), (unpublished manuscript, used with authors' permission). (abbreviated HWCN)

Kerr, Hugh T., ed. Readings in Christian Thought. (Abingdon paper ed.). A concise collection of selected texts illustrating style and message of major writers in the history of Christian thought (through the modern era).

Note: the first and fourth texts will be used through the second semester.

Collateral texts:

J. S. O'Malley, *Pilgrimage of Faith; The Legacy of the Otterbeins* (Metuchen, NJ: Scarecrow, 1973)

J.S. O'Malley, *Early German-American Evangelicalism* (Lanham, NJ: Scarecrow/University Press of America, 1995)

Randy McNally *Historical Atlas of the World* (paperback ed.)

Recognizing that this course is primarily an introduction to the history of Christianity, we are also provided with an attached bibliography of primary and secondary works that will enable us to begin an ongoing reading program in the literature of the history of the church (ATS library call numbers are included). I would also encourage you to begin building a good library with tools that will be useful to you on a long-term basis. Be sure to allocate enough time and resources to acquire the tools you need. In addition, we are provided with a bibliography of primary and secondary works, that will enable us to undertake an ongoing reading program in the history of Christianity, that will hopefully extend beyond this course.

READING AND LECTURE SCHEDULE

You are strongly encouraged to start early and keep up with our reading schedule (and even get ahead!). Another reading tip that will be important in our learning is to read an assignment early in the week in which it is to be discussed, and before viewing the videotape for that week. Then, after the videotape and our discussion, reread the same material (an in-depth reading!) before proceeding to the next assignment.

NOTE: Lectures on Video and Text Correspond to Modules.

Module One

(9/3 through 9/9)

The Fullness of Time: The First Hundred Years

- Gonzalez, Chs. 2-5
- Videlectures 1-3
- HWCM, Part I

Module Two

(9/10 through 9/16)

The Age of Martyrs and Apologists

- Gonzalez, Chs. 6-7
- Kerr, I (=Section numbers)
- Bettenson, I, 1, 1-6 (=Part One, Section One, pages 1 - 6)
- Read Text of lecture on "Persecution"
- Videolecture 4
- HWCM, part II

(First quiz to be completed during week two, by midnight 6/17).

Module Three

(9/17 through 9/23)

Heresy and the Formation of Orthodoxy

- Gonzalez, Chs. 8-9
- Kerr, 3-5
- Bettenson, I, 3, 4 (29-33, 35-38). Text of lecture on "Heresies" and Videolectures 5 and 6.
- HWCM, Part III

Module Four

(9/24 through 9/30)

Pastoral Care, Worship, and Church Life in the Apostolic Church

- Gonzalez, Chs. 10-12

- Bettenson, I, 1, -23
- Text of lecture on "Cyprian and the West"
- HWCM, Part IV, Ch. 14

(Second quiz will be taken during this week, and due at end of week four, by midnight 9/30).

Module Five

(10/1 through 10/7)

Constantine and the Response of the Christian Community

- Gonzalez, Chs. 13-16
- Text of lecture on "Constantine"
- HWCM, Part IV, Ch. 15

Pro-contra-reply learning exercise, involving Crusaders and Prophets, to be completed during this week. Prophets A will initiate this module. Complete the course room assignment, as follows: Claim: That Constantine's position on the Emperor enforcing the peace of the Church offers the proper interpretation of the relation of church and state that will ensure the well-being of the Church in fulfilling its mission on earth.

Counter-claim: On the contrary, the position of the followers of Tertullian on this matter is the proper way of interpreting the relation of the church and the state that will ensure the well-being of the Church in fulfilling its mission on earth.

(Prophets A identify the main thesis and defend it, posting their response by Wednesday, October 3, at 9 pm. Prophets B discover counter claims or opposing theses to the first position, and defend this, posting their response by Friday, October 5, at 9 pm. The Crusaders, representing the position of the imperial theologians (especially Eusebius of Caesarea), review the thesis and the counter-thesis, evaluate the consequences of each, and indicate the option they prefer over the first two (posting their response by Sunday, October 7, at 9 pm). Crusaders: be sure to indicate why your option is preferable.)

Module Six

(10/8 through 10/14)

Arius and the Age of Nicea

- Gonzalez, Chs. 17-21
- Kerr, 8 (creeds 1, 2, & 4)
- Bettenson, I, 4, 33-35, 39-44
- HWCM, Part IV, Ch. 16
- Text of Lecture on "Aftermath of Nicea and Athanasius"
- Videlectures 7-9.

(Mid term exam will be due at the end of week six, midnight 7/15)

Module Seven

(10/15 through 10/21)

Augustine and the End of an Era

- Gonzalez, Chs. 22-25
- Kerr 6
- Bettenson, I, 6
- HWCM, Part IV, Chs. 18-19
- Videlectures 10-11

Personal analogy learning exercise, involving Crusaders and Prophets, to be completed between October 15 and 21. Situation: The issues involved in the Donatist controversy and Augustine's resolution of the controversy while serving as bishop of Hippo.

Crusaders A post their response (by 9 pm on Wednesday, October 17) that (1) considers Augustine's and the Donatists' beliefs, goals, and objectives; (2) identifies what each can do and will do to achieve their goals, and (3) assesses what

he/she thinks each would consider to be non-negotiable positions which would be surrendered only as a last resort. (Please limit all sub-group responses to 50-75 words.)

Crusaders B consider that there is always an uneven distribution of resources among persons and groups-- that is, what each has to use to get what one wants. Crusaders B therefore post a response (by Friday, October 20, at 9 pm) that lists these resources that Augustine and the Donatists have at their disposal to affect the actions of others: their power, influence, or authority to control events or to modify outcomes.

Third level:

The Palestinians consider that not only are the resources distributed unequally, but skill and experience are also not the same for each actor. Relevant to the case of Augustine and the Donatists, this group posts a response (by Sunday, October 21, at 9 pm) that considers (1) how well would each be able to mobilize and use resources, (2) which has more to gain or lose (and why), and (3) how is each able to exercise control at particular decision sites. Steve will comment on the overall interaction as well as on individual messages.

Module Eight

(10/22 through 10/28)

Theology East and West: Chalcedon and Charlemagne

- Gonzalez, Chs. 26–28 (excluding;
- Kerr, 8 (third creed)
- Bettenson, I, 5
- HWCM, Part IV, Chs. 15, 20, and 21
- Text of lecture on "The New Order and the Papacy"
- Text of lecture on "Aftermath of Chalcedon and Charlemagne"
- Videolecture 12

(Third quiz will be due at the end of week eight, midnight 10/28)

Module Nine

(10/29 through 11/4)

Roman Catholic Ascendancy, Conflicts in the East, and Scholasticism

- Gonzalez, Chs 29-31
- Kerr, 9, 10, 12, 14
- Bettenson, II, 2
- HWCM, Part V, Chs. 22–25, Part VI, Chs. 30-31
- Text of lecture on "Monasticism, the Papacy, and the Empire", "Islam and the Crusades", and "Medieval Scholasticism"

Pro/contra/reply exercise:

Claim: That the realist philosophical position of Anselm is the most suitable vehicle for mediating the theological stance of the Roman Catholic Church on the doctrine of God.

Counter-claim: On the contrary, that the philosophical position of Ockham is the most suitable vehicle for mediating the theological stance of the Roman Catholic Church on the doctrine of God.

Prophets A identify the main thesis and defend it, posting their response by Wed., October 31, at 9 pm. Prophets B discover counter-claims or opposing theses to the first group's claim or thesis, and defend this, posting their response by Friday, November 2, at 9 pm. The Crusaders, representing the critical stance of Abelard, review the thesis and the counter thesis, evaluate the consequences of each, and indicate the option they prefer over the first two (be sure to indicate why this latter option is preferable). Their response is to be posted by 9 pm on Sunday, November 4).

Module Ten

(11/5 through 11/11)

Decline and its Cohorts: Pre-Reformers and Mystics

- Gonzalez, Chs 32-33;

- Kerr, 11, 13
- HWCM, Part V, Ch. 28 (pp. 319-325), Ch. 29
- See text of lecture on "The Decline of the Papacy"
- Videolecture 13

Module Eleven

(11/12 through 11/18)

Nominalism and Humanism

- Gonzalez, 34-36
- Kerr, 16 – 19
- Review Text of Lecture on "Medieval Scholasticism" (on Ockham).

(11/19 through 11/25 is reading week)

Module Twelve

(11/26 through 12/2)

Non-European Christian Expansion, East and West.

- HWCM, Part VI, Ch. 34 - 36, and 38

Module Thirteen

(12/3 through 12/7)

Review of Readings and Lectures

Final Exam will be due at the end of the fourteenth week, between Monday, 12/10 and Friday midnight 12/14).

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11. Torrance, T. F., The Doctrine of Grace in the Apostolic Fathers, (1948)
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