

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**

**HISD 601 – CHRISTIANITY TO THE REFORMATION**

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**February 12, 19, March 5, 12, 19**  
**6:00 – 10:00 PM**

**COURSE DESCRIPTION**

A study of how Christians from the ninth century to the early modern period perceived the mission of God in the world, involving the expansion and changing cultural contexts of Christianity from Christendom in the West to Africa, Russia, and Asia; the Protestant and Catholic Reformations; and finally to the extension of Christianity in other parts of the world. Key personalities, theological and missiological developments, schools of biblical interpretation, liturgies, and renewal movements receive attention. The course ends with a discussion of contemporary relevance and applications.

**OBJECTIVES**

At the end of the course, each student should be able to:

1. Describe the history of Christianity in its diverse settings through Reformation times.
2. Discuss how important movements and issues shaped Christianity in those centuries.
3. Describe the richness and diversity of the world Christian movement.
4. Examine the reasoning behind the Crusades and their effects.
5. Fit individual events and figures into the larger story.
6. Trace the history of theological and renewal movements and their challenges.
7. Propose how ecclesiastical events interacted with political issues.
8. Suggest applications of patterns for personal and corporate renewal today.
9. Discuss the impact of past Christians' lives for us today.

**REQUIRED TEXTBOOKS**

Coakley, John W. and Andrea Sterk, eds. *Readings in World Christian History, Vol. 1: Earliest Christianity to 1453*. Maryknoll, NY: Orbis Books, 2004.

Gonzalez, Justo L. *The Story of Christianity, Vol. 2: The Reformation to the Present Day*. San Francisco: HarperCollins, 1984

Irvin, Dale T., and Scott W. Sunquist. *History of the World Christian Movement, Vol. 1: Earliest Christianity to 1453*. Maryknoll, N.Y.: Orbis Books, 2001.

Olson, Roger E. *The Story of Christian Theology: Twenty Centuries of Tradition & Reform*. Downers Grove, Ill.: InterVarsity Press, 1999.

Placher, Wm., Ed. *Readings in the History of Christian Theology, Vol. 1: From Its Beginnings to the Eve of the Reformation*. Philadelphia: Westminster Press, 1988.

Placher, Wm C., Ed. *Readings in the History of Christian Theology, Vol. 2: From the Reformation to the Present*. Philadelphia: Westminster Press, 1988.

Riddell, Peter G., and Peter Cotterell. *Islam in Context: Past, Present and Future*. Grand Rapids: Baker Book House, 2003.

## **METHODOLOGY**

Every session will be partly based on the completion of pre-session assignments—it is assumed that you have read and thought about the assigned material. Class activities will vary; they may include a quiz, video, lecture, discussion, and/or small groups. Most evenings will end with a required written response.

## **COURSE REQUIREMENTS**

1. Attendance and participation in sessions: absences should be avoided unless an emergency occurs. More than one will be disastrous for a successful completion of the course, and each time you miss, you will not have the opportunity to take part in class period items, such as reflective essays. See the degree completion handbook for more information.. If you have an expected absence, e-mail your assignment to the professor on time or have someone drop off your assignment that evening. Please do not plan ministry or extra activities during the course that causes you to miss classes or seriously cut into homework time.
2. Completion of all pre-session assignments. This includes the successful completion of the five essays, each one due at the beginning of a particular class session. Late essays accrue a penalty of 15% for each day after the class period they were due in. They are NOT to be completed during class sessions. Most are responses to the readings you have done in your required books. After the first week, questions assume you can utilize material from both earlier and “current readings.”.

Pre-Session essays are not research papers. They should not contain footnotes, endnotes, or bibliography. Utilize *few if any direct quotations*: if you quote, simply note the name of the writer and page numbers. If you (rarely) use another source, identify it completely. If you directly address a major idea of one of the authors of textbooks, point it out: we wish to see your mind working with the facts and ideas that the authors present.

Each essay must be five—six pages (not four and a half), double-spaced and carefully proofread. Be scholarly and avoid grammatical and spelling mistakes. Put your name at the top of each page. Bring a hard copy to the professor (no CDs or Flash-Drives).

Basics—put your name at the top of each page next to the page number. Identify what question you are replying to immediately. You may introduce your response with a short

paragraph, but lengthy introductions usually take away needed points from your paper. Always offer a conclusion, but no more than a page. Use 12 point font, Times New Roman or Arial, and no more than one inch margins. Staple the pages together, please.

3. Completion of five in-class written responses, given at the close of each session over some topic(s) presented on that particular evening. At least one essay question will be provided. One or two quizzes may also be given over terms or figures discussed in class-times.
4. Cautionary Reminders:
  - a. Late work will be penalized.
  - b. Incompletes will probably never be offered to anyone.
  - c. If an Incomplete is given, it will only be in response to a crisis (the Administration must be made aware of the emergency). If approved, make up the work within the next 6 weeks after the semester finishes.
5. Grading percents:
  - Pre-session Essays: **60%**
  - General class Participation: **15%**
  - Reflective Essays done in class-time: **15%**
  - Quizzes and miscellaneous: **10%**

## **COURSE OUTLINE AND ASSIGNMENT SCHEDULE**

<p><i><b>CODE:</b> C—Coakley and Sterk text; I—Irvin and Sunquist text; G—Gonzalez book; O—Olson text; P1—Placher, Volume 1; P2—Placher, Volume 2.; R—Riddell and Cotterell text.</i></p>
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### **FEB. 12 Moving into the High Middle Ages**

*Objectives:*

The assignments and classroom activities for this unit will enable the student to:

- i. Discuss key historical and theological developments that began with 800 AD
- ii. Analyze how Christianity sought to assess Mary and spiritual renewal
- iii. List important milestones in the advance of Christianity to the year 1000.
- iv. Interpret the relevance of issues and developments from this period to the contemporary church context in which she or he lives.

*Pre-session requirements):*

1. Read: C: 253-255, 297-302, 339-359, 397-410  
I: 383-439  
O: 304-330  
P1: 150-154, 175-180
2. Essay. (Note the instructions on essays in the Requirements section above).

Choose ONE of the following questions for your essay work:

- (a) Describe and discuss how the Church (as a whole and/or Christian individuals) sought new ways to become renewed spiritually or doctrinally,
- (b) Describe, discuss and analyze the main points of Anselm's theology,
- (c) Present an overview of the ways the Church interacted with political powers back then.

## **FEB. 19 Scholasticism and The Crusades**

*Objectives:*

Assignments and classroom activities will enable students to:

- i. Discuss key historical, theological, and liturgical developments beginning in 1000 AD.
- ii. Analyze how Christianity became more complex in this period.
- iii. List important milestones, good and bad, in the advance of Christianity.
- iv. Interpret the relevance of issues and developments from this era to contemporary times.

*Pre-session requirements:*

- 1. Read: C: 319-338, 359-362, 373-384  
I: 289-322, 395-405, 440-504  
R: 95-106
- 2. Essay: Choose ONE of the following options as a question to answer:
  - (a) Describe and discuss the construction and/or heart of scholastic thought, especially as exemplified in Thomas Aquinas.
  - (b) Discuss why many European medieval people felt that the crusades were really an important cause to fight. Include in your response how they continued to support the crusade idea although the results were mixed.
  - (c) Analyze the state of missionary expansion in this time frame (include why the message might have been helped or hindered by events of the times).

## **MARCH 5 The Renaissance and the Arising of the Reformation**

*Objectives:*

The assignments and classroom events should enable the student to:

- i. Discuss key historical, theological, and missionary events in the period.
- ii. Analyze how the simple Christian gospel was recovered
- iii. Connect the developments of Renaissance issues and attitudes to Reformation issues
- iv. Interpret the relevance of issues and developments from this period to the contemporary church context in which she or he lives.

*Pre-session requirements:*

- 1. Read: G: 6-45

C: 206-213  
O: 369-396  
P2: 11-18, 23-26, 94-98  
R: 107-110

2. Essay: Choose one of these to discuss:

- (a) What figures in Luther's story caused him (support or challenge) to become what he was?
- (b) What did the Renaissance do for the Christian Church?
- (c) Discuss the ideas and aid that Erasmus contributed to the times.

## **MARCH 12 The Reformation becomes more than Luther**

*Objectives:*

Assignments and class activities for this unit will enable students to:

- i. Discuss key historical, theological, liturgical, and mission events in this era.
- ii. Analyze why and how various splits and independent movements changed the Reformation.
- iii. List significant milestones in the advance of Christianity for those years.
- iv. Interpret the relevance of issues and developments from this period to today.

*Pre-session requirements:*

- 1. Read: G: 46-52, 61-69, 86-109, 172-184  
O: 397-413  
P2: 19-23, 34-37, 58-69

2. Choose one of these for your essay:

- (a) Excepting his predestination view, how can Christians benefit from John Calvin's ideas?
- (b) Compare and contrast John Calvin with Martin Luther,
- (c) How different or similar was Thomas Aquinas' ideas to two of the Reformers' theologies?

## **MARCH 19 The Last and the Legacy of the Reformation**

*Objectives:*

Assignments and class activities for the unit will enable students to:

- i. Discuss key highlights of the events of English and Italian responses to Reformationism.
- ii. Analyze how the Christian gospel was contextualized.
- iii. Interpret the relevance of developments from this period to the contemporary church.

*Pre-session requirements:*

- 1. Read: G: 53-60, 70-85, 110-125, 132-163  
O: 414-472  
P2: 26-47, 69-81

2. For the essay, choose one of the following:

- (a) Why was the Catholic Reformation, especially as embodied in the Council of Trent, such a mixed reaction to the Reformation movements?
- (b) How did some Protestant churches become entangled with political or military matters?
- (c) Analyze the Anabaptist position on isolation from the world and its legal systems.
- (d) Discuss how some of the various problems and mis-directions of some reformists could have been avoided. Be specific.

### **SUGGESTED RESOURCES**

1. See the recommended reading lists at the end of each unit in Irvin.
2. Some sources for primary and secondary materials will be mentioned in class.
3. Theological and historical terms: consult dictionaries and encyclopedias of church history and theology in the AGTS library.

Reference sources include: *Blackwell Dictionary of Eastern Christianity*, *Dictionary of the Ecumenical Movement*, *Encyclopedia of Catholicism*, *Evangelical Dictionary of Theology*, *New Catholic Encyclopedia*, *New International Dictionary of the Christian Church*, *Oxford Dictionary of the Christian Church*, *Westminster Dictionary of Church History*.

4. Internet sources are fine if the sites are from universities, well-known religious organizations, libraries, or government sources. Sources like Wikipedia or Ask.com are often not viable.

### **SUGGESTIONS WHEN READING**

1. Highlight passages or sentences key to understanding the passages you have read (topical sentence especially) Return to these later to review the thought of the author(s).
2. Making notes in margins may help you recall personal comments for a later essay.

### **SUMMARIES OF MAJOR ASSIGNMENTS**

#### ***Week 1 (February 12) Essay Options***

- (a) Describe and discuss how the Church (as a whole and/or Christian individuals) sought new ways to become renewed spiritually or doctrinally,
- (b) Describe, discuss and analyze the main points of Anselm's theology,
- (c) Present an overview of the ways the Church interacted with political powers back then.

#### ***Week 2 (February 19) Essay Options***

- (a) Describe and discuss the construction and/or heart of scholastic thought, especially as exemplified in Thomas Aquinas.

(b) Discuss why many European medieval people felt that the crusades were really an important cause to fight. Include in your response how they continued to support the crusade idea although the results were mixed.

(c) Analyze the state of missionary expansion in this time frame (include why the message might have been helped or hindered by events of the times).

***Week 3 (March 5) Essay Options***

(a) What figures in Luther’s story caused him (support or challenge) to become what he was?

(b) What did the Renaissance do for the Christian Church?

(c) Discuss the ideas and aid that Erasmus contributed to the times.

***Week 4 (March 12) Essay Options***

(a) Excepting his predestination view, how can Christians benefit from John Calvin’s ideas?

(b) Compare and contrast John Calvin with Martin Luther,

(c) How different or similar was Thomas Aquinas’ ideas to two of the Reformers’ theologies?

***Week 5 (March 19) Essay Options***

(a) Why was the Catholic Reformation, especially as embodied in the Council of Trent, such a mixed reaction to the Reformation movements?

(b) How did some Protestant churches become entangled with political or military matters?

(c) Analyze the Anabaptist position on isolation from the world and its legal systems.

(d) Discuss how some of the various problems and mis-directions of some reformists could have been avoided. Be specific.

***Chart on Textbooks’ Usage through the Course***

	<b>Feb. 12</b>	<b>Feb. 19</b>	<b>March 5</b>	<b>March 12</b>	<b>March 19</b>
<b>Olson</b>	304-330		369-396	397-413	414-472
<b>Coakley</b>	253-5, 297-302, 339-59, 397-410	319-38, 359-62, 373-84	206-213		
<b>Irwin</b>	383-439	289-322, 395-405, 440-504			
<b>Placher vol.1</b>	150-54, 175-80				
<b>Placher vol.2</b>			11-18, 23-26, 94-98	19-23, 34-37, 58-69	26-47, 69-81
<b>Gonzalez</b>			6-45	46-52, 61-69, 86-109, 172-184	53-60, 70-85, 110-125, 132-63
<b>Riddell</b>		95-106	107-110		

**TIPS FOR WRITING BETTER ESSAYS** by Dr. Gary McGee\*

*Note: these are great suggestions from Dr. McGee: read them, follow them, and be blessed!*

### **“Truisms”**

1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good essay requires hard work. Within five minutes of reading a paper, a professor can spot poor work.
3. Writing skills improve with more writing; there are no shortcuts.

### **“What the Professor Expects in Essays”**

1. Familiarity and interaction with the required reading
2. Logical organization
3. Original analytical reflection
4. Integrity in writing
5. Consistency in following the designated style manual (Turabian)

### **“What Students Expect of Professors”**

1. Clear instructions about the nature of the paper
2. A clear rationale for the grade should be provided through comments written on the paper.
3. The weight of the grade based first on the content of the paper, secondly on the mechanics.

### **“Guidelines”**

1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.
2. On the first page, a clear statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then link closely with the statement of purpose.
3. Write in good *written*, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. (*Of course*, profs remain immune to such temptations!) This means that redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such devices can be unnecessary and distracting in print. Avoid constant repetitions of proper names (use pronouns), expressions, etc. Also, use adjectives, adverbs, and emphasis words (such as “very”) sparingly.
4. After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. “What?” you ask, “more than one draft?”
5. Keep a sharp eye on paragraph development. The topic in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts (e.g., the last sentence has no connection to opening sentences), then the logical argumentation has broken down.

6. Following the introduction of a person's full name, only use their last name and/or pronouns afterwards.
7. Minimize the use of verbs of being: am, is, are, were, and being. They are usually overworked. Regular active verbs make stronger sentences.
8. If in doubt about a long sentence construction, break into two or more sentences.
9. How should you refer to yourself in the paper? I suggest the *occasional* use of the pronoun "I." Refer to yourself as "this writer" or "this author" appears awkward in my estimation. At the same time, avoid using the first person plural ("we," "us," "our") and the second person singular and plural ("you"). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.
10. *Use direct quotations sparingly.* A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. *The frequent use of direct quotations and especially block quotations indicates that the writer has not adequately digested the material.*
11. Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference. Plagiarism is the theft of resources written by other people.
12. Use headings (if necessary). Do not use "chapters."
14. Proofread the paper carefully; by all means use a spell-check. Have someone else read the paper to look for typos, mechanical errors, and *especially* for clarity and logical development. Learn from their suggestions, but don't accept them uncritically.
15. Thou shalt not (1) justify the right margin; or (2) use large or very small fonts.
16. *Gender inclusive language* should always be used except when referring to the members of the Trinity.

\*a few items here are shortened by the professor for this syllabus.