

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

HIS/THE/MHT 601 Christianity to the Reformation (800-1650)

Spring 2005, TTh: 11:30 am-2:15 pm

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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.

COURSE OBJECTIVES

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

1. Discuss the history of Christianity in its diverse cultural settings from 800 to 1650.
2. Analyze the contributions of key personalities and movements in the ongoing development of Christianity.
3. Explain how diverse cultural contexts both enriched and challenged the witness of the faith.
4. Analyze the reasons for the Crusades and other responses to the advance of Islam.
5. Discuss the changing context of the Eastern Orthodox churches in the Middle East and the later emergence of Moscow as the "Third Rome."
6. Explore the reasons for the collapse of the Christian mission in central Asia and China.
7. Discuss important theological and ecclesiastical issues, especially those emerging in the late medieval and Reformation periods.
8. Examine the legacies of the Protestant and Catholic Reformations.
9. Analyze new patterns of evangelization that were adopted in the sixteenth century.
10. Discuss the nature of Jewish-Christian relationships.
11. Trace developments in Christian art and liturgy and how they impacted the life of the churches.
12. Explain how medieval and Reformation approaches to biblical interpretation arose and their impact on the life and teachings of the churches.
13. Analyze the contemporary relevance of selected theological writings from the period.
14. Discuss the historical roles of women in ministry.
15. Discern patterns for personal and corporate renewal today.
16. Relate their own story to the larger story.

TEXTBOOKS

CODE: Textbooks that will also be used in the River 4 course (HIS/THE/MHT 701) are marked with a single asterisk (*).

- *Bray, Gerald. *Biblical Interpretation: Past & Present*. Downers Grove, Ill.: InterVarsity Press, 1996.
- Coakley, John W., and Andrea Sterk, Eds. *Readings in World Christian History*, Vol. 1: *Earliest Christianity to 1453*. Maryknoll, N.Y.: Orbis Books, 2004.
- *González, Justo L. *The Story of Christianity*, Vol. 2: *The Reformation to the Present Day*. San Francisco: Harper & Row, 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.
- *Leith, John H., ed. *Creeds of the Churches*, 3rd Ed. Atlanta: John Knox Press, 1982.
- *Riddell, Peter G., and Peter Cotterell. *Islam in context: Past, Present, and Future*. Grand Rapids: Baker Academic, 2003.
- *Olson, Roger E. *The Story of Christian Theology: Twenty Centuries of Tradition & Reform*. Downers Grove, Ill.: InterVarsity Press, 1999.
- Placher, William C., ed. *Readings in the History of Christian Theology*, Vol. 1: *From Its Beginnings to the Eve of the Reformation*. Philadelphia: Westminster Press, 1988.
- *Placher, William C., ed. *Readings in the History of Christian Theology*, Vol. 2: *From the Reformation to the Present*. Philadelphia: Westminster Press, 1988.

COURSE REQUIREMENTS

1. The student is expected to attend all class sessions. Absences should be for extreme circumstances only. The limits established by the Seminary will be observed. "Barring a serious medical emergency, credit cannot be granted for courses in which a student has been absent beyond the equivalent of more than two weeks."
2. The student will participate in four online email discussions during the term in response to questions posed by the professor and announced in class. The student will be responsible to respond to the question and to at least one posting by a fellow student, and provide the professor a printout of the correspondence within one week from the posting of the question. The discussion will focus on an aspect of the classroom presentations that allows the student to further their understanding by interaction with their colleagues.
3. The student will submit ten two-page focus papers primarily based on assigned readings during the term. The topics and due dates are announced on the "Course Outline, Pre-Session Assignments, and Exam Schedule" section of the syllabus. (Each one is due at the beginning of class on the assigned date.) These essays allow the student to interact with the reading assignments for the scheduled lecture topics and respond cogently to them. The two-page length expectation should be seen as the maximum allowable length. (Focus papers should begin with a brief statement of purpose, be double-spaced, and carefully proofread. They should NOT include footnotes, endnotes, and bibliography.)
4. The student should come to each class session prepared through the assigned readings to participate in the presentation.
5. There will be sixteen unannounced quizzes during the semester over assigned readings and classroom lectures, etc. Each quiz will contain a single essay question. **They may be given at the beginning or the end of a selected class session at the professor's discretion.**

ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one's own, and disrupting classes.

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, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.—*AGTS Student Handbook*

GRADING PROCEDURE

Online email discussions	10%
Focus papers	40%
Quizzes	50%

Grades are recorded and averaged on the basis of the following grade scale: A=12; A-=11; B+=10; B=9; B-=8; C+=7; C=6; C-=5; D+=4; D=3; D-=2; F=1.

All assigned work for the course must be submitted for the student to receive a passing grade for the course. The grade of I (Incomplete) may be granted only for extenuating circumstances upon the written request of the student. Except in the case of severe extenuating circumstances, the course grade will be reduced by one letter.

COURSE OUTLINE, PRE-SESSION READING ASSIGNMENTS, AND EXAM SCHEDULE

CODE: Bray—B; Coakley and Sterk—CS; González—G; Irvin and Sunquist—IS; Leith—L; Olson—O; Placher—P1; Placher—P2; Riddell and Cotterell—RC.

Jan	6	Christianity in the year 800 A.D.: Latin, Greek, and Syrian churches Christendom in the West and church/state struggles IS: 383-394; O: 304-310; CS: 297-302; CS: 253-255, 397-402	GBM
Jan	11	Western monasticism and the Cluniac reform Cyril and Methodius, and Prince Vladimir and the conversion of Russia	GBM

IS: 323-380; CS: 302-315

Focus paper: The role of Bible translation in the preservation and the evangelization of culture.

Jan	13	Mariology and the Communion of Saints P1: 126-128	GBM
Jan	18	Anselm and Abelard: Knowing God O: 311-330; IS: 423-439; CS: 339-354; P1: 150-151 <i>Focus paper: The role of humans in the drama of salvation as depicted in Anselm's Cur Deus Homo.</i>	JHR
Jan	20	Medieval biblical interpretation B: 129-164; P1: 139-143	JHR
Jan	25	Thomas Aquinas and the "Medieval Synthesis" O: 331-347; L: 56-61; CS: 359-362	JHR
Jan	27	Nominalists, reformers and humanists challenge the Synthesis O: 348-367; P1: 171-175, 193-196 <i>Focus paper: The role of Ockham's nominalism and voluntarism in asserting the sovereignty of God.</i>	JHR
Feb	1	Spiritual renewal in the West IS: 406-422; CS: 354-359; P1: 151-153, 175-180	JHR
Feb	3	The Great Debate: Bishop Timothy vs. the Caliph of Baghdad Christianity in Africa and Spain IS: 257-304; CS: 231-242; 373-395; RC: 83-94	GBM
Feb	8	Christendom, Islam, and the Crusades IS: 395-405; CS: 319-338; RC: 95-106 <i>Focus paper: The justification for the use of violence in the pursuit of retaking the Holy Land from the Muslims.</i>	GBM
Feb	10	Franciscan Missionary Diaspora Impact of the Renaissance on Christianity	GBM
Feb	15	Christianity in Asia Fall of Constantinople IS: 305-322, 440-504; CS: 243-251; RC: 107-110 <i>Focus paper: The problem of how Nestorian missionaries contextualized Christian beliefs in China.</i>	GBM
Feb	17	Women in ministry in the Medieval Period and Reformation	B. Cavaness, Ph.D.
Feb	22	Councils of Constance and Florence	GBM

CS: 414-417; P1: 185-193

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| Feb | 24 | Luther: biography, theological authority (<i>sola scriptura</i>)
G: 6-45; O: 369-374; P2: 11-18, 23-26 | GBM |
| Mar | 8 | Luther: law/gospel, Lord's Supper, Christian vocation
O: 375-396; L: 61-126
<i>Focus paper: The impact of Luther's justification by faith concept in the Development of Christian theology.</i> | JHR |
| Mar | 10 | Medieval and Reformation attitudes towards Jews | L. Olena, M.A. |
| Mar | 15 | Zwingli and the Reformation in Zurich
G: 46-52; O: 397-413; L: 127-130p; P2: 19-23 | JHR |
| Mar | 17 | Anabaptists
G: 53-60; O: 414-428; L: 281-308; P2: 26-34
<i>Focus paper: Menno Simons: "Spears and swords of iron we leave to those who, alas, consider human blood and swine's blood of well nigh equal value."</i> | GBM |
| Mar | 22 | Calvin and the Reformation in Geneva
G: 61-69, 94-109; L: 131-192; P2: 58-66
<i>Focus paper: John Calvin, regarding the authority of Scripture: "the testimony of the Spirit is more excellent than all reason."</i> | JHR |
| Mar | 24 | Biblical interpretation in the Reformation
B: 165-220 | JHR |
| Mar | 29 | Reformation in Great Britain
G: 70-85; O: 429-449; L: 230-281; P2: 69-75 | JHR |
| Mar | 31 | Catholic Reformation and the Council of Trent
G: 110-125; L: 399-442; P2: 38-47
<i>Focus paper: Rule #1 in Ignatius Loyola's "Rules of Thinking with the Church" represents the kind of core loyalty that ministers should have toward the church organizations or denominations they belong to.</i> | GBM |
| Apr | 5 | Protestant attitudes toward missions
New Catholic saints and renewed Catholic missions
P2: 47-52 | GBM |
| Apr | 7 | Rise of Protestant scholasticism
Arminian challenge
G: 86-93, 172-184; O: 451-472; L: 192-230, 308-323; P2: 34-37, 66-69 | JHR |

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| Apr | 12 | Puritan revolution
G: 132-163; P2: 75-81 | JHR |
| Apr | 14 | Gospel and culture: 800-1650: reflections and applications
Reading: Sacred Congregation <i>De Propaganda Fide</i> , "Instruction to the Vicars Apostolic of Tonkin and Cochinchina" (1659), in Jacques Dupuis, ed., <i>The Christian Faith in the Documents of the Catholic Church</i> (2004) | JHR/GBM |
| Apr | 18-22 | Exam Week | |

RESOURCES

Suggested sources for primary and secondary materials can be found in the bibliographies of the required textbooks for the course.

Syllabus prepared by Gary B. McGee and James H. Railey, December 9, 2004.

TIPS FOR WRITING BETTER PAPERS

*The principles below should be applied to the preparation of the focus papers.

TRUISMS

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

WHAT PROFESSORS EXPECT IN RESEARCH PAPERS

1. Solid research in *primary sources*
2. Familiarity and interaction with *secondary sources*
3. Logical organization
4. Original analytical reflection
5. Integrity in writing
6. Consistency in following the designated style manual (e.g., APA, Turabian, etc.)

WHAT STUDENTS EXPECT OF PROFESSORS

1. Clear instructions about the nature of the paper
2. Explanation of research methodology for the particular area of study
3. A clear rationale for the grade should be provided through comments written on the paper
4. The weight of the grade based first on the content of the paper, secondly on the mechanics.
NOTE: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. When I was in graduate school, a professor stated that he would count the number of mechanical problems and typos on a paper. If the number exceeded the number of pages, the grade would be reduced by one grade point. This represents a fair approach to grading. It has been my experience that if more than one mistake on the

average appears on a page, then the paper has been poorly prepared both mechanically *and* analytically.

GUIDELINES:

1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.
2. Somewhere 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 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 presented 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 the opening sentence), then the logical argumentation has broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.
6. Following the introduction of a person’s name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person’s first name in subsequent references; this would imply that you are a personal friend of the person cited.
7. Minimize the use of verbs of being: am, is, are, were, and being. They are are 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.” Referring to yourself as “this writer” or “this author” or “he or she who scribeth this paper” 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; long or frequent quotations then serve as “stuffers” in the text.***
11. Documentation: How many references numbers should be used? How many sources listed in a bibliography? Arbitrary numbers for these questions represent an artificial methodology, irrelevant at the graduate level. Review the rationale for references. Use the best sources, the number of which will vary with any given paper.
12. The bibliography should be strongly represented in the references notes. Avoid “stuffing” the bibliography with little used resources.

12. 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 number. Plagiarism is the theft of resources written by other people.
13. Use headings, as well as sub-headings (if necessary). Do not use “chapters”; those would be for theses and dissertations.
14. Proofread the paper carefully and by all means use a spell-check. Have someone else—“THE HONEST FRIEND”—or several people 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; (2) use large or very small fonts.
16. Gender inclusive language should always be used except when referring to the members of the Trinity.