

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

**HIS/MHT/THE 601 Christianity to the Reformation (800-1650) REVISED SYLLABUS 12/5/05**  
Spring 2006, TTh: 10:30 am-1:15 pm

Gary B. McGee, Ph.D., Professor of Church History and Pentecostal Studies  
[gmcgee@agts.edu](mailto:gmcgee@agts.edu)  
417-268-1077

**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*, 3<sup>rd</sup> Ed. Atlanta: John Knox Press, 1982.
- \*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.
- \*Riddell, Peter G., and Peter Cotterell. *Islam in Context: Past, Present, and Future*. Grand Rapids: Baker Academic, 2003.

## 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 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.)
3. The student should come to each class session prepared through the assigned readings to participate in the presentation.
4. There will be twelve 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.

5. A selected number of students may choose to opt out of writing four focus papers by engaging in a classroom debate. The grade for the presentation will substitute for the grades of the four focus papers.

#### Debates

- Pseudo-Dionysius vs. Catherine of Siena  
(on the Positive and Negative Ways of prayer)
- Bishop Timothy vs. the Caliph of Baghdad  
(on the true God)
- Luther vs. Zwingli  
(on the meaning of the Lord's Supper)
- Calvin vs. Jacobo Sadoletto  
(on the validity of ecclesiastical schism from the Catholic Church)
- Theresa of Avila vs. Johan Arndt  
(on the spiritual life)
- Arminius vs. the Synod of Dordt  
(on the freedom of the will)

#### Instructions

1. Each participant should read a major biography of the individual they represent, followed by materials written by the person on the topic under discussion.
2. Presentation of a bibliography of readings and a copy of the debate text to the instructor on the day assigned for the debate. A brief one-page handout of some nature should be provided to the class.
3. All participants must represent the person studied and speak for them—not about them.
4. Creativity is a must! Costumes are encouraged if appropriate. There is no standard debate form to follow.
5. Participants must rehearse. Each debate should last 25-30 minutes to allow adequate time for questions. Debates are not discussions, but the encounter of ideas.
6. Presentations must be memorized; while brief notes can be used, the debates cannot be read from manuscripts.
7. Please do not attempt to use an accent (e.g., German).

### **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.



Jan	31	<b>Debate: Pseudo-Dionysius vs. Catherine of Siena</b> Spiritual renewal in the West IS: 406-422; CS: 354-359; P1: 151-153, 175-180 <b>Focus paper: An evaluation of Francis of Assisi's <i>Canticle of Brother Sun</i></b>	GBM
Feb	2	<b>Debate: Bishop Timothy vs. the Caliph of Baghdad</b> Christianity in Africa and Spain IS: 257-304; CS: 231-242; 373-395; RC: 83-94	GBM
Feb	7	Christendom, Islam, and the Crusades IS: 395-405; CS: 319-338; RC: 95-106 <b>Focus paper: The Crusades: Should Christians still apologize for them?</b>	DeLonn Rance, Ph.D.
Feb	9	Franciscan Missionary Diaspora Impact of the Renaissance on Christianity	DeLonn Rance, Ph.D. GBM
Feb	14	Christianity in Asia Fall of Constantinople and impact on Eastern Orthodoxy IS: 305-322, 440-504; CS: 243-251; RC: 107-110 <b>Focus paper: Analysis of the contextualization of Christianity evident in the Chinese Christian Sutras</b>	GBM
Feb	16	Women in ministry in the Medieval Period and Reformation	Barbara Cavaness, Ph.D.
Feb	21	Councils of Constance and Florence CS: 414-417; P1: 185-193	GBM
Feb	23	Luther: biography, theological authority ( <i>sola scriptura</i> ) G: 6-45; O: 369-374; P2: 11-18, 23-26	GBM
Mar	7	<b>Debate: Luther vs. Zwingli</b> Luther: law/gospel, Lord's Supper, Christian vocation O: 375-396; L: 61-126 <b>Focus paper: Sin, free will, and justification in the <i>Augsburg Confession</i></b>	GBM
Mar	9	Medieval and Reformation attitudes towards Jews	Lois Olena, M.A.
Mar	14	<b>Chapel: 10:30-11:45</b> Zwingli and the Reformation in Zurich G: 46-52; O: 397-413; L: 127-130; P2: 19-23	GBM
Mar	16	Anabaptists G: 53-60; O: 414-428; L: 281-308; P2: 26-34 <b>Focus paper: Doctrine of the Church in Anabaptist theology</b>	GBM

Mar	21	<b>Debate: Calvin vs. Sadoleto</b> Calvin and the Reformation in Geneva G: 61-69, 94-102; L: 131-192; P2: 58-66	GBM
Mar	23	<b>Chapel: 10:30-11:45</b> Biblical interpretation in the Reformation B: 165-220 <b>Focus paper: Contributions of the Reformers to biblical interpretation</b>	GBM
Mar	28	Reformation in Great Britain G: 70-85; O: 429-449; L: 230-281; P2: 69-75	GBM
Mar	30	Reformation in France (10:30-11:45) Introduction to the Catholic Reformation G: 102-109	Robert Turnbull, Ph.D. GBM
Apr	4	Catholic Reformation G: 110-125; P2: 38-47	GBM
Apr	6	Council of Trent L: 399-442 <b>Focus paper: Sin, free will, and justification in the <i>Canons and Decrees of the Council of Trent</i></b>	GBM
Apr	11	Protestant attitudes toward missions (10:30-11:45) <b>Debate: Theresa of Avila vs. Johan Arndt</b> New Catholic saints P2: 47-52	DeLonn Rance, Ph.D. GBM
Apr	13	<b>Debate: Arminius vs. the Synod of Dordt</b> Rise of Protestant scholasticism Arminian challenge G: 86-93, 172-184; O: 451-472; L: 192-230, 308-323; P2: 34-37, 66-69 <b>Focus paper: An evaluation of <i>The Five Arminian Articles</i></b>	GBM
Apr	18	Puritan revolution G: 132-163; P2: 75-81	GBM
Apr	20	Gospel and culture: 800-1650: reflections and applications	DeLonn Rance, Ph.D.

## **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, October 25, 2005.