

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

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

Tuesdays, 10:30 A.M.-1:15 P.M.

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Spring 2007

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 an asterisk (*).

- Coakley, John W., and Andrea Sterk, eds. *Readings in World Christian History*, Vol. 1: *Earliest Christianity to 1453*. Maryknoll, NY: Orbis Books, 2004.
- *González, Justo L. *The Story of Christianity*, Vol. 2: *The Reformation to the Present Day*. San Francisco, CA: Harper & Row, 1984.
- Irvin, Dale T., and Scott W. Sunquist. *History of the World Christian Movement*, Vol. 1: *Earliest Christianity to 1453*. Maryknoll, NY: Orbis Books, 2001.
- *Olson, Roger E. *The Story of Christian Theology: Twenty Centuries of Tradition & Reform*. Downers Grove, IL: 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, PA: Westminster Press, 1988.
- *Placher, William C., ed. *Readings in the History of Christian Theology*, Vol. 2: *From the Reformation to the Present*. Philadelphia, PA: Westminster Press, 1988.
- *Riddell, Peter G., and Peter Cotterell. *Islam in Context: Past, Present, and Future*. Grand Rapids, MI: Baker Book House, 2003.

COURSE REQUIREMENTS

1. The student is expected to attend all class sessions. Absences should be for extreme circumstances only. Barring a serious medical emergency, credit cannot be granted for courses in which a student has been absent from more than two class sessions. Exceeding the absence limits shall be regarded as an unofficial withdrawal and result in a failing grade.
2. The student will submit six 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 several quizzes during the semester over assigned readings, 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.*

THE USE OF COMPUTERS IN THE CLASSROOM

The use of computers for word processing in the classroom represents a privilege given to students to enhance their learning. They may only be used for purposes related to the course. Therefore, it is breach of classroom etiquette, an act of rudeness, and a distraction to other students, when computers are also used to surf the web, watch videos, play games, send messages, etc., during class time. The professor assumes that seminarians will be persons of integrity when using computers in the classroom.

GRADING PROCEDURE

Focus papers	50%
Quizzes	50%

Grades are recorded and averaged on the basis of the following grade scale: A=94-100; A-=90-93; B+=87-89; B=84-86; B-=80-83; C+=77-79; C=74-76; C-=70-73; D+=67-69; D=64-66; D-=60-63; F=0-59.

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

DATE	TOPIC AND ASSIGNMENTS
1/9/07	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, 253-255, 397-402
1/16/07	Mary, the Mother of Jesus, and Mary Magdalene in medieval thought Spiritual renewal in the West IS: 406-422; CS: 354-359; P1: 126-128, 151-153, 175-180
1/23/07	Anselm and Abelard: Knowing God O: 311-330; IS: 423-439; CS: 339-354; P1: 150-151 <i>Focus paper: An evaluation of Anselm's "satisfaction theory" in Cur Deus Homo.</i>
1/30/07	Thomas Aquinas and the "Medieval Synthesis" Nominalists, reformers and humanists challenge the Synthesis O: 331-367; CS: 359-362; P1: 171-175, 193-196 <i>Focus paper: An evaluation of Aquinas' arguments for the existence of God in Summa Theologiae</i>
2/6/07	Franciscan Missionary Diaspora Protestant Attitudes toward missions The Crusades Christianity in Asia IS: 305-322, 395-405; CS: 243-251, 319-338; RC: 95-106 Dr. DeLonn Rance
2/13/07	<i>CHAPEL, 10:30-11:45</i> Fall of Constantinople Impact of the Renaissance on Christianity IS: 440-504; RC: 107-110; P2: 193-196 <i>Focus paper: An evaluation of the Renaissance attitude of mind illustrated in Erasmus' The Praise of Folly.</i>
2/20/07	Christendom and Islam in Medieval and Reformation Times Dr. DeLonn Rance
2/27/07	<i>SPRING STUDY WEEK—NO CLASS</i>
3/6/07	Luther: biography, theological authority (<i>sola scriptura</i>) Luther: law/gospel, Lord's Supper, Christian vocation G: 6-45; O: 369-396; P2: 11-18, 23-26
3/13/07	Calvin and the Reformation in Geneva G: 61-69, 94-109; P2: 58-66 <i>Focus paper: An evaluation of Calvin's doctrine of Scripture</i>
3/20/07	Medieval and Reformation attitudes towards Jews Dr. Lois Olena
3/27/07	<i>CHAPEL, 10:30-11:45</i>

	Zwingli and the Reformation in Zurich G: 46-52; O: 397-413; P2: 19-23 <i>Focus paper: An evaluation of Zwingli's interpretations of the Lord's Supper and infant baptism</i>
4/3/07	Anabaptists Reformation in Great Britain Puritan revolution G: 53-60, 70-85, 132-163; O: 414-449; P2: 26-34, 69-81
4/10/07	Catholic Reformation and the Council of Trent G: 110-125; P2: 38-47 <i>Focus paper: An evaluation of Council of Trent's Decree Concerning Justification</i>
4/17/07	Rise of Protestant scholasticism Arminian challenge G: 86-93, 172-184; O: 451-472; P2: 34-37, 66-69
4/24/07	Gospel and culture, 800-1650: Reflections and applications

RESOURCES

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

SPECIFIC DATA

Syllabus prepared by Gary B. McGee and James H. Railey, October 2006.