

Syllabus for CH 601 Church History

Course Description

Study of the history of the church from the Apostolic Age up to the Reformation. Emphasis on the expanding church, the Dark Ages, and pre-Reformers

Course Objectives

1. Through lectures and reading of the text the student will learn the basic historical framework and schools of interpretation concerning church history from the time Christ to the eve of the Reformation.
2. The student will hone abilities of writing and analysis and become further acquainted with primary sources through the writing of a term paper based on readings from church history.

Text

Justo L. Gonzalez, *The Story of Christianity*, vol. 1, *The Early Church to the Dawn of the Reformation*, rev. and updated ed. (New York: HarperCollins, 2010). ISBN 978-0-06-185588-7.

Schedule of Reading

Week 1	5/20	Orientation
	5/21	1-39; article “Seven Churches of Revelation”
	5/22	41-81
	5/23	83-127
	5/24	No class: Complete Test #1 by midnight, Saturday, 5/25
Week 2	5/27	Memorial Day—No class
	5/28	131-72
	5/29	173-217
	5/30	219-62
	5/31	No class: Complete Test #2 by midnight, Saturday, 6/1
Week 3	6/3	269-313
	6/4	315-56
	6/5	357-406; Paper due by midnight
	6/6	407-46
	6/7	No class: Complete Test #3 by midnight, Saturday, June 8 (Final exam—not cumulative)

Lecture Copies

For the convenience of students the teacher will provide copies of the lecture notes in pdf (portable document format). Students may use these in connection with listening to the lectures or as a separate study resource. Using these copies does not eliminate paying proper attention to the lectures.

Class Project

Nature of the Paper

Each student will research and write a paper describing how the Roman Empire treated Christians. The paper will answer the following main questions:

- How did the Roman Empire view Christians? Why did the Romans oppose them?
 - How did the Roman Empire treat Christians?
 - How did Christians respond to this treatment?
1. For research, students will use primary sources the professor will provide. These sources include Roman descriptions of their treatment of Christians, Roman polemics against Christianity, Christian martyr stories, and Christian apologies for their faith. (Students need not use any other sources than those provided, although they may do so if they wish.)
 2. Technical specifications (Note: A template for the paper is provided.)
 - a. The essay must be printed, not handwritten.
 - b. Each paper should have a title page giving the title, student's name, name of class and the professor, and the date.
 - c. The essay should be double-spaced and should be printed in a preferred point size of 12-point type in a serif font such as Times Roman, not a sanserif font such as Arial.
 - d. The margins should be 1" on all sides (left, right, top, and bottom margins).
 - e. The essay should be a minimum of 1,000 words and a maximum of 1,500 words in length. (Normally, this length will mean 4 or 5 pages of double-spaced text, not including the title page.) A note should appear at the end of the essay giving a word count.
 3. Citations
 - a. Because this paper uses classical and Patristic sources, students will usually not use normal footnoting according to "Chicago Style," the form found in Kate Turabian, *A Manual for Writers*. Instead, students will provide in-text citations following the standard form for classical and Patristic sources described below.
 - b. Classical and Patristic citations require only the name of the author, the name of the work quoted, and the section number (book, chapter, and/or subsection) of the portion quoted. The following example illustrates this form:

Artists often portray Saint Augustine holding a burning heart as a symbol of his devotion to God. The heart reflects the deep spiritual yearning of Augustine, which could be satisfied only in God. As he wrote in his autobiography, "Thou hast created us for Thyself, and our souls are restless 'til they find rest Thee" (Augustine, *Confessions*, 1.1). [Note that the period follows the citation.]
 - c. Each of the sources given to the students provides a sample citation form.
 - d. Should students choose to quote other, secondary sources, they would then need to provide normal footnotes at the bottom of the page.
 - e. Students do not need to provide a bibliography.

How will my paper be graded?

1. *Following Instructions:* Be sure to follow all instructions given in the syllabus for the format of the paper. Have you used the proper margins? Is the word count indicated? Is your name found only on a separate title page? Are footnotes in the proper format?
2. *Grammar and Mechanics:* The paper should reflect proper spelling and grammar. Serious errors—run-on sentences, sentence fragments, comma splices—count against the grade most heavily, but numerous smaller errors also can affect the grade.
3. *Structure and Style:* Your paper should have a clear, logical structure and should display a clear and readable style. Is there a perceptible outline and organization? Does sentence length vary to maintain the reader's interest? Are ideas easy to follow and understand?

4. *Content*: The content should reflect the purpose of the assignment. Does the paper evaluate its topic as the instructions ask? (E.g., if you are asked to compare and contrast something, do you compare *and* contrast? If asked to give a judgment on an issue, do you come to a definite conclusion?) All points discussed in the paper should relate to the main topic.

Essay Questions for the Tests

Each test in the class will include an essay question. To help students as they review the material for the test, the question is provided ahead of time. However, students may not use any notes in actually taking the test. The following are the essay questions for each test:

Test #1: Some Christians interpret Paul's description of "the fulness of time" (Gal. 4:4) as referring to the preparation of the historical setting for the coming of Christ and the spread of the gospel. Write an essay that describes historical events and conditions that facilitated the growth of the church. (In addition to the lecture material, chapters 2-4 of Gonzalez will provide helpful background for this essay.)

Test #2: Write an essay on the impact of Constantine on Christian history. Describe who Constantine was and what he did to influence the church. Also discuss how his actions influenced history even after his death. (In addition to the lecture material, chapters 13-16 of Gonzalez will provide helpful background for this essay.)

Test #3: Write an essay on how God prepared Europe for the Reformation. Include matters such as the corruption that made reformation necessary, the forerunners to the Reformation and what they did or taught, and the intellectual renewal that helped equip the later reformers. (In addition to the lecture material, chapters 33-35 of Gonzalez will provide helpful background for this essay.)

Grading

The final grade will be averaged from four equal letter grades: the three tests and the term paper.