SUMMER I 2006 CHURCH HISTORY Syllabus
THEO 352 8:30 -11:15 Tuesday & Thursday Duke 121
Azusa Pacific University

Adjunct Professor: Rev. Jacquelyn E. Winston
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OFFICE HOURS: By appointment on Tuesdays or Thursdays.

CATALOG DESCRIPTION: A study of the major developments in the history of Christianity from the early church to the eve of the Reformation. Emphasis is placed on the growth of Christian doctrine. Meets general studies core doctrine requirement for God’s Word and the Christian Response. Prerequisites: 3 units of Biblical Studies and CMIN108 Foundations of Ministry, or instructor permission.

COURSE OBJECTIVES:

1. To provide the student with a general survey of the significant individuals and groups which have shaped the direction of church history.

2. To direct the student in an examination of the major historical, social, and political events relative to significant movements in church history.

3. To provide the student with an understanding of significant Christian doctrines in church history and their relationship to their immediate cultural context as well as their present-day application.

4. Undergraduate students will demonstrate an ability to give thoughtful consideration to current and historical issues in the light of the church’s Scriptures and traditions.
5. Students will demonstrate growth in the ability to think critically about the historical, doctrinal, biblical, and practical aspects of the Christian faith, including appreciation, understanding, and valuing the Church.

6. Students will grow into a greater awareness of the personal and social relevance and spiritual richness that informed, disciplined theological reflection can bring to their Christian existence and their own impact upon the world in which they live.

REQUIRED TEXTBOOKS:


Winston, Jacquelyn. *Church History Course Reader* (available from bookstore).

COURSES REQUIREMENTS:

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<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading Verification Reports</td>
<td>200</td>
<td>(20%)</td>
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<tr>
<td>Famous Conversions Critical Analysis Papers</td>
<td>100</td>
<td>(10%)</td>
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<tr>
<td>Research paper</td>
<td>250</td>
<td>(25%)</td>
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<tr>
<td>Attendance</td>
<td>110</td>
<td>(11%)</td>
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<tr>
<td>Class Participation</td>
<td>140</td>
<td>(14%)</td>
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<tr>
<td>Final Examination</td>
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**TOTAL POINTS/PERCENTAGES:**

1000 POINTS  OR  100%

Extra credit: For extra credit, I will also perform a sight review of your current course notes, 1 or 2 times without prior warning. If you have taken any notes for that day's reading, you will receive 10 points.
Reading Verification Reports:

Reading is a major component of this course. The student is expected to complete the reading assignments and reading verification questions (in writing) **BEFORE** coming to class. Additionally, the student should answer the reading verification questions from the Course Reader as well as outline the assigned Gonzalez and *A Global History* readings in a written form which can be turned in at the beginning of class on their assigned dates. **(Be sure to include **page numbers throughout your notes.**) The purpose of the reading verification questions is to assist the student in performing critical analysis of the assigned texts and to interact in class discussion. *The Gonzalez and A Global History notes can be done in an outline format and should highlight the major events, personalities and doctrines of the assigned reading. The Course Reader assignment involves answering the questions posed at the beginning of each reading assignment. A Reading Verification Report consists of both the outline of the Gonzalez and A Global History readings **AND** your answers to the Course Reader questions.*

As indicated in the **Class Assignment Section of this syllabus**, you are expected to turn in a Reading Verification Report (RVR) **FOUR (4) times** during the term on the dates indicated. It may be legibly written or typed and should consist of the Gonzalez and *Global History* reading notes as well as responses to the assigned reading verification questions in the Course Reader. If a student has an **excused absence** on the day that reading verification reports are collected, then the instructor will accept that student’s report on the class period which immediately follows the absence accompanied by a written excuse. **Because the Summer term passes quickly, the instructor will allow each student to turn in a Reading Verification Report one class day late at a reduced grade (-10 points) ONLY ONCE.**

**Gonzalez and A Global History Reading Verification Questions:** In addition to the reading verification questions provided for each reading assignment in the Course Reader, you may use the following questions as guidelines to outline the central issues in the reading assignments from the Gonzalez and *A Global History* texts:

1. Who are the key personalities and/or issues being discussed?
2. What are their views and doctrines (include definition of doctrine), and who are their opponents?

**READING VERIFICATION REPORTS DUE:** 5/16 (Persecution), 5/25 (Gnosticism), 6/6 (Augustine), 6/13/06 (Crusades & Black Plague) per **Class Assignment Section**.
Famous Conversions Critical Analysis Papers:

The student will complete two (2) typed 1-2 page historical analysis reports on the assigned readings from Famous Conversions. These analysis reports must be turned in on their assigned reading date. These historical analysis reports should critically examine the contributing factors which led to the person's conversion, including personal/family, historical, and sociopolitical issues. This may include your insights from the Introduction section of the Famous Conversions book as well as other assigned readings which disclose pertinent historical information relevant to the subject's conversion experience. Note: These Famous Conversion selections are in the Church History Course Reader.

- Introduction – (no analysis paper, just read & take personal notes 5/16/06
- Constantine – critical analysis paper due 5/30/06  FC#1
- Augustine – critical analysis paper due 6/6/06  FC #2

Final Exam:

A 40-question objective (multiple choice and true/false) final exam will be given on Thursday 6/15/06 at 9:30 a.m. Students should bring a scantron and #2 pencil for this exam.

Attendance/Class Participation:

Since consistent attendance is an essential element for comprehending course materials, students should sign the roster at the beginning of each class session and again after the break. For each half of the class session attended, 5 points will be given (22 @ 5 = 110). An additional 14% is given based on the student's thorough preparation and interaction in class discussions. Attendance points are not given for excused or unexcused absences.
Research Paper:

Each student will submit a typed, double-spaced research paper (8-9 pages plus cover page and bibliography) prepared according to style manual guidelines which examines a major figure, movement, or doctrine in church history before the Protestant Reformation. The paper should utilize a minimum of two primary sources and two secondary sources (books or scholarly journals, avoid websites unless approved by the professor). This paper will be due at the beginning of the final exam on Thursday, 6/15/06 at 9:30 a.m. Following are suggested approaches to your research project:

1. **Major Figure**: Examine the figure's personal background (including family setting, education, economic status, conversion or life-changing experiences), major historical events to which the figure may have been responding, the figure's significant contributions to the development of Christianity (including a discussion of his/her major doctrines and a review of his/her major writings), and how subsequent adherents of his/her doctrines have developed or altered the figure's original teachings.

2. **Movement**: Examine the movement's response to its contemporary setting including historical events which precipitated its evolution, its impact upon its surrounding culture, the significant individuals who gave rise to the movement (including their personal mitigating issues which led to the movement's development), and the movement's eventual decline and/or metamorphosis.

3. **Doctrine**: Examine a major Christian doctrine with specific focus on its historical context. Your exploration should include a review of the major ideological currents (religious, philosophical, and social) to which the doctrine is responding, the major propositions of the doctrine including an examination of how it alters or interacts with contemporary religious thought, mitigating personal factors in the life of its proponent(s) that led to its development, and its eventual impact upon its immediate social/religious setting.
Research Paper Proposal: On Thursday, 5/18/06, the student will submit a typed, one page research paper proposal. This proposal should include the following information:

Student’s name, class title and number, date, research paper title

Intended approach to subject (e.g. examine the life of Augustine - major figure)

A thesis statement regarding your intended approach (e.g. “This paper will examine the impact of Augustine’s pre-conversion moral struggles on his conflicts with Pelagius regarding freewill.”)

Complete bibliographic information (see a style manual if you are unclear) on a minimum of two (2) primary sources and two (2) secondary sources which you plan to use for this paper.

Points will be deducted from your final paper if this typed research paper proposal is not turned in on time.

PLAGIARISM STATEMENT:

1. Students are expected to write all of their own work. You are welcome to study with your fellow students, but you must write your own assignments. Any assignments written in conjunction with another student will be considered plagiarism and will receive an “F” (0 points) for that assignment.

2. If you borrow more than more than 3 or 4 words in a row from another source, it should be properly referenced using quotation marks and full bibliographic information. When you borrow ideas but not actual words, you may cite the source at your discretion to help your reader followup on your discussion. Failure to provide full bibliographic citation for quotations is considered plagiarism and will result in an “F” (0 points) for that assignment.
CLASS ASSIGNMENTS:

Items to bring to each class: Course Reader and the Gonzalez book, along with your completed current Reading Verification Report and Famous Conversions reflection paper (when due). Also, please bring your Bible.

When the assigned Gonzalez reading discusses too many diverse issues to adequately take notes for a reading verification report, I have assisted you by providing insight on the central issues. These are the only aspects of the Gonzalez reading on which you need to take notes, although you are expected to read the entire assignment.

5/9/06  Syllabus Overview, The Religious and Social Setting of Ancient Christianity, Part I.

5/11/06  The Religious and Social Setting of Ancient Christianity, Part II & III.

Reading assignment: Gonzalez, Vol. 1:7-38; Course Reader, 1-2 (Nero); A Global History, 12-54. Research Paper Guidelines

5/16/06  Faith Under Fire: Persecution & Christian Martyrs, Part I & II. *(Notes will be picked up and graded - Gonzalez 1:39-48, 82-90, 102-108; & CR 3-10 (RVR#1)*

Reading assignment: Gonzalez, Vol. 1:39-48, 82-90, 102-108; Course Reader, 3-10 (Clarke - Perpetua; Lefkowitz - Thecla). Read & take notes on Course Reader 62-70 (Famous Conversions, Introduction).


Reading assignment: Gonzalez, Vol. 1:49-57, 67-81; Course Reader 11-14, (Justin Martyr).
5/23/06 Christian Leadership & Worship, Part I & II.


5/25/06 Challenges to the Faith - Gnosticism, Part I & II. (Notes will be picked up and graded – Gonzalez, Vol. 1:58-66 & CR 31-32 (RVR#2)


5/30/06 The Conversion of Constantine.

Reading assignment: Gonzalez, Vol. 1:113-135; A Global History 55-66. FC#1 Course Reader, 71-77 (Famous Conversions Constantine critical analysis paper due).

6/1/06 Internal Conflicts - Arianism.

Reading assignment: Gonzalez, Vol. 1:158-167; 173-188; Course Reader 33-34 (Nicene & Apostolic Creeds – there are no questions on the creeds, just read them)

6/6/06 Augustine of Hippo, Part I & II. (Notes will be picked up and graded RVR#3) FC#2 on Augustine also due


6/8/06 Scholasticism.

AND

Middle Age Theology – Popular Religion, Heresy & Inquisition. (Just read, don’t take notes)

Reading assignment: A Global History 71-84; 88-98; Course Reader 51-54 (writings on Inquisition & women and witchcraft).

6/13/06 The Crusades and the Black Plague (RVR#4)

Reading assignment: Gonzalez, Vol. 1:292-300; 324-329; A Global History 146-149. Course Reader 48-50 (writings on Crusades, Black Plague). (Notes will be picked up and graded RVR#4)

Thursday 6/15/06 FINAL EXAM -9:30 a.m. sharp!! (Bring scantron & #2 pencil)

RESEARCH PAPER DUE AT BEGINNING OF CLASS (PLEASE PROVIDE A STAMPED ADDRESSED ENVELOPE WITH YOUR PAPER SO IT CAN BE MAILED TO YOUR HOME AFTER IT HAS BEEN GRADED.)

SUGGESTIONS ON HOW TO BEGIN THE RESEARCH PROCESS FOR YOUR PAPER:

1. Choose a person, Christian movement, or doctrine of interest. It may be ancient or medieval, but it must be related to Christianity and it should be within the timeframe of 1 CE-1500 CE. If you choose a non-Christian figure (such as Nero), you must do a paper on how that figure interacted with and affected Christianity in some manner.

2. To gain a general perspective of the important events, doctrines, and interacting individuals which have shaped your person, movement, or doctrine, consult a reference encyclopedia on your topic such as Encyclopedia Britannica Online, New Catholic Encyclopedia, Evangelical Dictionary of Theology, a number of reference volumes I have placed on reserve for you such as Colin Brown's Christianity and Western Thought, Alister McGrath's Historical Theology, or some of the specific reference volumes contained in the Theology Library Reference Room such as Augustine through the Ages. First reference to these types of sources is intended to direct your research in a fruitful manner so that you can identify central from peripheral topics and personalities in your research process.

3. Perform a bibliographic search in the APOLIS catalogue as well as other databases available through our APU system. (Refer to the Resource Notes, Electronic Databases
Identify a minimum of two primary sources and two secondary sources for your paper. NOTE: While it is acceptable to use older primary sources, when choosing secondary sources, you should seek those which are more current so that you can take advantage of the most recent scholarly research on your topic. This does not exclude those volumes which are considered seminal or groundbreaking in their field. These of course, are important volumes to choose. As a rule of thumb, avoid secondary sources dated before 1980.

4. How to choose sources: Ask yourself a series of questions such as What particular question or problem related to my figure, movement, or doctrine interests me? What type of information does the source provide for me (e.g. does it discuss a particular problem, or possibly a different way of seeing the issue than has been previously understood, is it a general information resource on your topic, or does it examine one issue in detail?)? What is the author’s level of expertise on your topic and what is his/her disciplinary approach (i.e., is the writer a historian, theologian, philosopher, sociologist, or psychologist)? The author’s theoretical approach will shape the types of questions they ask as well as how they seek to answer them. Is the book well researched and organized (refer to the book/article’s bibliography)?

5. Sources to avoid: Do not use films/or personal interviews as a resource since this is a scholarly research paper. You may refer to websites on a very limited basis and only as a supplement, but it should be a creditable or scholarly website such as Encyclopedia Britannica Online or a paper with bibliographic references published online by an educator affiliated with a respectable university. (Check the article author's curriculum vitae which is also usually posted online). If you use an online source, be sure to reference it properly or it will be considered plagiarism. Also, be careful, there are many papers online written by students or other nonprofessionals who lack appropriate expertise, although their arguments may appear convincing. Avoid these like the plague! Remember, not everyone who has a website is a creditable authority on your topic, even if they are writing about it. Also, when doing searches in our databases for articles or books related to your topic, make sure that you distinguish between actual books/articles on your topic vs. reviews of articles or books or books which are bibliographies on your topic. These are not acceptable as one of your bibliographic resources to write your paper.

6. Formulate a thesis question. Your thesis question should include: 1) your specific person, doctrine, or movement; 2) a specific area of interest related to your topic, such as a problem they faced, the origins and development of a particular teaching, or how a particular religious movement changed from its origins to the present day; and finally, 3) the context in which you plan to examine your topic. A thesis statement is more specific than a subject and provides a perspective for understanding your subject.
Sample thesis question: “This paper will examine the impact of Augustine’s pre-conversion moral struggles on his conflicts with Pelagius regarding freewill.”

7. Prepare and type your research paper proposal according to the guidelines set forth earlier in this syllabus. Remember, it must be typed and include all pertinent information including COMPLETE bibliographic resource information. You should be able to keep your thesis statement to 2-3 sentences at most.

8. Style manuals: All style manuals are acceptable including *Chicago Manual of Style, Turabian, Campbell, APA (with modifications, such as page numbers for all citations)*. You may choose to use footnotes, endnotes, or parenthetical references, but please be consistent throughout the paper. Your final paper should include a title page as well as a thorough bibliography. Also, be sure that you proof your paper for spelling and grammar as well as content.

9. Approach: Well-written papers are usually those which begin by stating the paper’s thesis and proposed approach of analysis and end with a short summary of what has been proven by the paper. By doing this, you are forced to organize your information in a convincing manner, and make it possible for your reader to follow the development of your argument.

10. **Access to research resources for your paper:** *ATLA* – the primary theology database can be accessed through the APU library home page. It lists journals and books owned by APU as well as those we don’t own and some journals that are online; *APOLIS* – APU library database of books which we own; *LINK+* - a database which gives access to 5 million books which we don’t own. Books arrive within 2-3 days and can be renewed once after the initial three week loan.

11. Sample papers are available online through the reserve section of the APOLIS online database. These can be accessed by checking under my name (Winston) and for Theo 352. The password is *Theseus.*
Resources:


*Encyclopedia Britannica Online* - This can be accessed from the APU library’s Online Resource page. (Be sure to sign onto EB Online as a college library user, or they will ask for a credit card.) This is helpful for short explanations of major ideas or personalities.


Yale University Library
Primary Sources Research

Jan Vermeer, *The Allegory of Painting*

http://www.library.yale.edu/ref/err/primsrcs.htm

Created to support a series of colloquia in historical research offered by the Yale University Library.

**What is a primary source?**

[The formats of primary sources]

[How Yale describes its collections to researchers]

[Bibliographic tools for research in history]

**WHAT IS A PRIMARY SOURCE?**

A primary source is firsthand testimony or direct evidence concerning a topic under investigation. The nature and value of a source cannot be determined without reference to the topic and questions it is meant to answer. The same document, or other piece of evidence, may be a primary source in one investigation and secondary in another. The search for primary sources does not, therefore, automatically include or exclude any category of records or documents.
PRIMARY SOURCES: DEFINITIONS

"By a 'source' the historian means material that is contemporary to the events being examined. Such sources include, among other things, diaries, letters, newspapers, magazine articles, tape recordings, pictures, and maps. Such material may have appeared in print before, edited or unedited, and still be a source. The term is meant to be restrictive rather than inclusive, in that it attempts to indicate that works of secondary scholarship, or synthesis, are not sources, since the data have been distilled by another person. ... One good way for the novice historian to lose Brownie points among his serious-minded fellows is to call a biography of George Washington or an analysis of the Magna Charta a 'source'." (Robin Winks, The historian as detective; essays on evidence (New York: Harper & Row, 1969), p.xx)

"A primary source gives the words of the witnesses or the first recorders of an event. Primary sources include manuscripts, archives, letters, diaries, and speeches. ... Secondary sources are 'descriptions of the event derived from and based on primary sources'. The line between primary and secondary sources is often indistinct, for example, a single document may be a primary source on some matter and a secondary source on others." (Helen J. Poulton, The historian's handbook (Norman, OK: University of Oklahoma Press, 1972), p.175-76).

"A primary source is distinguished from a secondary by the fact that the former gives the words of the witnesses or first recorders of an event -- for example, the diaries of Count Ciano written under Mussolini's regime. The researcher, using a number of such primary sources, produces a secondary source ." (Jacques Barzun, The modern researcher . Fifth edition (Boston: Houghton Mifflin, 1992), p.114 note )

http://www.library.yale.edu/ref/err/primdefs.htm
STUDENT INFORMATION SHEET  (please PRINT clearly)

NAME ________________________________________________________

CAMPUS/COMMUTER ADDRESS & BOX #: ______________________________________________________

PHONE #: ________________    Email: __________________________  
(include area code)       

YEAR IN PROGRAM:   FR    SOPH   JUNIOR   SENIOR

MAJOR:   _________________________        PREVIOUS BIBLE/RELIGION COURSES:  _______________________________

WHAT DO YOU LIKE MOST ABOUT HISTORY?

WHAT DO YOU LIKE LEAST ABOUT HISTORY?

YOUR EXPECTATIONS OF THIS COURSE: