Looking up with prayer to God as our guide, we, trust indeed, that we shall have the power of Christ as our aid, though we are totally unable to find even the bare vestiges of those who may have travelled the way before us; unless, perhaps, what is only presented in the slight intimations, which some in different ways have transmitted to us in certain partial narratives of the times in which they lived; who, raising their voices before us, like torches at a distance, and as looking down from some commanding height, call out and exhort us where we should walk, and whither direct our course with certainty and safety.

Eusebius, *Ecclesiastical History*
CH501: The Church to the Reformation

Look to the Lord and his strength; seek his face always. Remember the wonders he has done, his miracles, and the judgments he pronounced...
I Chronicles 16: 11–12, NIV

Gwenfair Walters Adams, Ph.D.
Gordon-Conwell Theological Seminary; Fall, 2016
Tuesdays, 2:00-5:00 p.m. at Hamilton campus
Contact: TBA in class
Office Hours: TBA in class

Course Description & Objectives:
The course will trace the history of the Church through to the Reformation, examining key themes, figures, events, eras, and issues, exploring their relevance to the Church today, particularly for pastors and leaders. From Early Church martyrs to Medieval knights, from Augustine to Aquinas, from the catacombs to the cathedrals, from doctrinal disputes to mystical quests, it will study the interaction of God and His people.

The course seeks to provide a framework for lifelong learning in the history of the Church; opportunities for students to participate in creative learning experiences that can be incorporated into future ministry to various age groups; opportunities for learning and applying scholarly historical research, analysis, and writing skills; and to foster an attitude of worshiping the Lord in the midst of seeking a glimpse of His handiwork in the unfolding Story of His Church.

Class Schedule (Subject to change if necessary):

September 13  Introduction
September 20  Perseverance in Suffering: The Early Church and Persecution
September 27  Growth amidst Opposition: The Strength of the Early Church
              Getting the Story Straight: The Emergence of the Canon
October 4    Providence in the Midst of Challenges: The First Four Councils
October 11 NO CLASS (READING WEEK)
October 18 Drama Between God and Man: Augustine of Hippo
October 25 Worshipping at the Nexus of Heaven and Earth: Eastern Orthodoxy
November 1 Stewarding Power: The Papacy and Pastoral Models
November 8 NO CLASS (READING WEEK)
November 15 Structuring the Devoted Life: Monasticism
November 22 Expanding the Kingdom of God: Missions & the Tragedy of the Crusades
November 29 Earning and Yearning for Heaven: Medieval Spirituality
December 6 Renaissance and the Road to Reformation
December 13 Snow Day Make-up or Final Exam (if taking in class rather than as take-home)
Required Texts:
   a. Please bring to classes on Early Church, Canon, and Councils.
4. Henry Chadwick, trans., *Saint Augustine: Confessions* (Oxford University Press, 1998, reprint ed.) (Please read at least 150 out of the 225 pages) Books I-IX only. 0192833723 – Please bring to class on Augustine. - $5.49 on gcts.christianbook.com

Recommended texts:
OR *Cur Deus Homo* – free pdf - http://books.google.com/books?id=heVBaO8CQ3IC&printsec=frontcover&dq=Cur+Deus+Homo&hl=en&sa=X&ei=wyjlT_bFKKXe0QHlk07T1CQ&ved=0CDMQ6AEwAA#v=onepage&q&f=false

Course Requirements:
1. **Final Exam** (40%) (Take-home; the original bluebook(s) and a typed single-spaced copy due: final day for written work at 4:00 p.m. under professor's office door or in box outside the office; or postmarked on or before due date). Study questions for the exam will be provided at the final lecture. The exam will be provided by December 11. You may take the exam on December 14 in-class, or as a take-home any time before the final day for written work.
2. **Research Paper** (40%) - 10-12 double-spaced pages (add a title page, a bibliography, and an appendix in which you reflect theologically and pastorally on your paper, but don’t count them in the page count) (Due: December 9 at 4:00 p.m. under professor's office door or in box outside the office; or postmarked on or before the due date). Paper will be graded on strength of argument/thought, quality of research (should be grounded in primary sources but interact with secondary works), clarity of structure, and style (grammar, literary expression, proper format). Please follow the “Guidelines for Church History Research Papers” and Writing Workshop slides posted on CAMS. You may also find William Storey, *Writing History* helpful.
3. **Reading** (15%) - 1600 pages of reading, including required texts and reading for research paper. Please submit an annotated list of the books read (a brief paragraph of analysis per book), the number of pages read in each, and the total number of pages read for the class.
Grading method for the reading: The paper and exam grades will be averaged. If 100% of the reading has been completed, the paper/exam average will be the grade for the course. Otherwise, the proportion of reading not done will be deducted from the grade at the following rate:

- 100% = no change (ex: A to A)
- 75-99% = 1/3 grade drop (ex: A to A-)
- 50-74% = 2/3 grade drop (ex: A to B+)
- 25-49% = 1 grade drop (ex: A to B)
- Below 25% = 1 1/3 grade drop (ex: A to B-)

For example, if the average of your paper and exam grades is an A, if you have completed only 72% of the reading, your semi-final grade for the course will be a B+.

4. **Application (5%)** – (Due final day for written work, under professor’s office door or in box outside her office door; or postmarked on or before the due date). Choose ONE of the following. You may do the activity for any of them as a group project with your spouse, a friend, or group of people (but write the paper yourself, of course). If you do the assignment, you will receive full credit for it, and the semi-final grade of step 3 above will become your final grade for the course. If the application assignment is not done, an additional 1/3 grade drop will be assessed on the semi-final grade that is determined in step 3 above. Unlike in the research paper, in a reflection paper, you are encouraged to express your own personal opinions, and to incorporate Biblical reflections:

   a. Interview one or two long-term members from your church about their memories of the life of your church and any of its history that they are aware of. Keeping in mind that a sample this small wouldn’t lead to definitive conclusions, and that there are many sides to any story, write a 2-3 page paper that explores the themes you begin to discover. Are there particular patterns in the strengths and weaknesses of your particular church? Are there similar kinds of events, problems, challenges, and triumphs that tend to repeat themselves? How might knowing this impact your approach to ministry if you were on the leadership staff at the church? (This assignment relates to the lecture on the history of the papacy.)

   OR

   b. Write a 2-3 page reflection paper on the spirituality of the Life of Antony OR the Benedictine Rule. You may limit yourself to one theme and explore that: for example, spiritual warfare in the Life of Antony OR the role of community in the Benedictine Rule. Interact theologically and pastorally with the approach which Anthony or Benedict takes toward the theme. (This assignment relates to the lecture on monasticism).

   OR

   c. Spend two hours in intercessory prayer for our brothers and sisters around the world who are being persecuted, incorporating what you learned in the lecture on the Early Church and Persecution. (See course links on-line for resources). Write a one-page reflection paper on what you learn spiritually through that experience.

   • Class attendance may be taken into account, with one point per missed, unexcused session being taken off of the final grade, with three or more missed sessions possibly resulting in failure
of the class. Official auditors and those doing the course pass/fail must attend at least 9 of the 11 lecture sessions.

- Extensions must be requested by assignment due dates, from the professor for the paper, and from the Registrar for the exam, application assignment, and reading. Penalties may be applied in absence of extenuating circumstances (illness, death in family).

**Grading Scale** (from Catalog)
"Grade A is given for meeting with **conspicuous excellence** the demands which can fairly be made in relation to the requirements of the course. These demands would normally include unusual accuracy in fact, completeness in detail, perfection in form of work, independence of method, grasp of the subject as a whole and constructive imagination. Grade B is given for **exceeding the minimum of satisfactory attainment** and for meeting certain aspects of the course with excellence. Grade C is given for attaining **satisfactory familiarity with the course** and for demonstrating at least some ability to use this knowledge in a satisfactory manner. Grade D is a passing mark but indicates **unsatisfactory control** over the material. Grade F declares that the course has been failed.

- **Plagiarism** is considered a serious academic offense at GCTS. Please follow guidelines at [http://www.indiana.edu/~wts/wts/plagiarism.html](http://www.indiana.edu/~wts/wts/plagiarism.html).

- **Intellectual Property / Privacy Rights:** In order to protect intellectual property and privacy rights: No audio, photographic, video recordings or transmissions (including, for example, internet posting and broadcasting) may be made in class without the consent of the professor. This paragraph applies to all visitors and auditors as well.

- **Internet Usage:** In order to foster focused attention, learning, and community, students are required to refrain from accessing the internet or playing computer/cell phone games, etc. at any point during class sessions, unless otherwise instructed by the professor. “Surfing the web,” checking email, and other internet-based activities are distracting to other students and to the professor, and prevent the student from fully participating in the class sessions. This paragraph applies to all visitors and auditors as well.