Historiography
Hamilton Campus

CH812 Gordon-Conwell Seminary Spring Semester 2014
Dr. Garth M. Rosell, Instructor Monday Afternoons 2:00 to 5:00 p.m.

Course Description: This course is designed to introduce the student to Church History as a field of study. Special attention will be given to the writing of history (historiography proper), to the methodology and practice of historical research and to an understanding of the various schools of historical interpretation. Since many students who take historiography plan to pursue doctoral studies after completing their work at Gordon-Conwell Theological Seminary, special attention will also be given to the practical issues of selecting a graduate program, getting accepted into that program, publishing what you have written, joining a professional society, finding a place in the guild and getting a job.

Textbooks:

George M. Marsden, The Outrageous Idea of Christian Scholarship
David Bebbington, Patterns in History: A Christian Perspective on Historical Thought (Vancouver: Regent, 2000) ISBN 0-88865-452-9;

Course Requirements: Students who are taking the course for credit will be asked to participate actively in the class sessions, complete the assigned reading, write a five page paper describing your own view of history (due by the time of class on Monday, April 7th); write a 20-25 page research paper analyzing the life and work of a major historian and make several oral presentations in class. There will be no examinations.

Research paper: Each student will be asked to select one major historian (or a scholar in their discipline) and write a 15-20 page paper analyzing his/ her approach to historical research and writing. Students are asked to declare their choice by the time of the third class meeting on February 10th (a sign-up sheet will be circulated during that class session). The final paper, typed and in correct form, is due on or before the final class session on April 28th. Consult Kate L. Turabian, A Manual for Writers of Term
Papers, Theses, and Dissertations, 6th edition (Chicago and London: University of Chicago Press, 1996) if you have questions about form and/or style.

Class presentations: Each student will be assigned several 10-15 minute oral presentations on selected books, articles, themes and/or issues. In addition to their oral presentations, students are asked to prepare a two to three page summary of their presentation for distribution to the rest of the class. Sufficient copies for this purpose should be brought class on the day of the presentation. Students are encouraged to be engaging, interesting and creative in their presentations. In preparing their presentations, they are also strongly urged to consider how their specific presentation can contribute to the overall understanding of other students in the class and to the larger purposes which the course is seeking to achieve. In short, the presenters are encouraged to become the "instructor" of the class during the time they have the floor.

Format for the presentations and handouts: Although both the oral presentations and the written summaries will vary depending upon the kind of material that is being reviewed, they should normally include a brief biographical sketch of the author(s); a summary of the major points that the article or book is seeking to make; and a critical analysis of the following questions (known affectionately as "The Big Ten."): (1) What assumptions do they bring? (2) What evidence do they use? (3) What writers do they quote? (4) What focus have they selected? (5) What purpose do they have? (6) What biases do they betray? (7) What virtues and vices do they identify? (8) What writing method have they used? (9) What research methodology do they apply? (10) What historical school do they represent?

Other ways of approaching the presentations might be the following:

(1) Test all assertions against the evidence of:
   Scripture
   Tradition
   Reason
   Experience

(2) Look for patterns of change and continuity in:
However you choose to approach the assignments let me encourage you throughout the preparation and presentation to diligently and prayerfully seek for truth since this exercise is properly seen as an act of worship of the One Who is TRUTH.

Furthermore, let me encourage you to do everything in a spirit of love and humility remembering that "the larger the island of wisdom, the greater the shoreline of ignorance".

Reading: Each student is expected to read a total of 2500 pages (including the textbooks) by the end of the course. An annotated bibliography of materials read must be submitted by the time of the final class meeting on Monday, April 28th. While the annotations need not be lengthy, they should make it apparent that you have read the material critically and carefully.

Philosophy of History: Each student is asked to develop his/her individual Philosophy of History (drawing on the models provided in the Bebbington text) and present it in a 3 to 5 page paper. These papers are due for submission at the April 7th class meeting. Students should also come to that class session prepared to present and defend their own approach to historiography.

Grading: Your final grade for the course will be computed on the following basis:

- Research paper: 30%
- Class presentations: 30%
- Philosophy of History: 20%
- Annotated reading list: 20%

*100%=A; 95-99%=A--; 90-94%=B++; 85-89%=B; 80-84%=B--; 75-79%=C++; 70-74%=C; 65-69%=C--; 60-64%=D++; 55-59%=D; 50-54%=D--; Below 50%=F. No credit is given for skimming.

Class Schedule:
Monday, January 27: Introduction to Historiography
During this first class session, a basic orientation to the course will be provided and presentation assignments will be made.

Monday, February 3: Schools of Historical Interpretation

Required reading: David Bebbington, *Patterns in History* (Vancouver: Regent, 2000).

Student Presentations: (1) Cyclical history; (2) "Christian" history; (3) the idea of progress; (4) historicism; and (5) Marxist history.

Monday, February 10: The Classical Greek and Roman Historians

Student Presentations on the Greek Historians: (1) Herodotus (ca 480 to 425 BCE); (2) Thucydides (ca 460 to 401 BCE).

Student Presentations on the Roman Historians: (1) Livy (59 BCE to 17 CE); (2) Tacitus (ca 56 to 120 CE).

READING WEEK (February 17-21, 2014): No class sessions but students are expected to use this time for reading and research.

Monday, February 24: Early Jewish and Christian Historians

Student Presentations on the Jewish and Christian Historians:
(1) Josephus (ca 37 to 100 CE); (2) Eusebius (ca 260 to 339 CE);
(3) Augustine of Hippo (354 to 430 CE).

Monday, March 3: Patristic, Medieval, Reformation, Modern and Postmodern Historiography


Monday, March 10: The Historian at Work: Observing Some of the Masters

Student Presentations: (1) Pelikan; (2) Schaff; (3) Marsden; (4) Noll; and (5) Marty

Instructions: These presentations must be no longer than ten minutes and they must include (1) a brief biographical sketch of the person you are studying; (2) an annotated bibliography of their major works; and (3) an analysis of their approach to history using "the big ten" as your outline. Be sure to bring a written summary of your presentation for distribution to the class.

Monday, March 17: The Historian at Work: Lecture by Instructor

Exploration of history as a vocation and discussion of the three primary arenas in which the historian is expected to work -- namely, (1) teaching; (2) research and writing; and (3) service.

Reading Week (March 17-21, 2014) No class sessions but students are expected to use this time for research and reading

Monday, March 31: Tackling Some Historiographical Problems


(1) History and the Christian Scholar: Student presentation on (1) Mark Noll, *The Scandal of the Evangelical Mind* (Grand Rapids, MI: Eerdmans, 1995);


Monday, April 7: The Historian at Work: Discussion of student paper on your own view of history ("Philosophy of History" papers due)

Monday, April 14: No formal class session but students are expected to use the time to work on their major research papers due by the final class session on April 28, 2014.

Monday, April 21: Research Methodology (guest lecture by Dr. Bryan Auday)

Monday, April 28: Research Papers Due on your major historian. Class discussion on your research paper topics will be led by my Byington, Tyler Lenocker. I will be in Charlotte to teach my Doctor of Ministry class that week. Your reading report is also due by the time of the class meeting today.

Critical Reflections on your Chosen Scholar (papers due)

Instructions: During this class we will have the delightful experience of sharing our reflections on the particular scholar you have chosen to study. For these presentations, you should be sure to include a brief biographical sketch of the individual, a digital picture if one is available, an annotated bibliography of their major publications and some critical reflections on how they understand the task of research and writing. You can use "the big ten" as you guide if you wish -- but you should not feel bound to any particular format. Be sure to bring along enough copies of your written 1-2 page summary to distribute to the whole class.

A Final Reminder: Please don’t forget that your final research paper and annotated bibliographies (and all other written work for the course) are due by the time of the final class meeting on Monday, April 28th.