I. Name and Description of the Course from the Catalog
CH 311 Apostles to the Reformation: A survey of church history from the Apostolic Age to the Reformation. Major figures, events, and select works will be considered.

II. The General Curriculum Objectives Addressed in this Course
As part of the Faith Theological Seminary curriculum this course is designed to assist the student to achieve the following objectives of this curriculum:

A. Exhibit creative and critical thinking skills.
B. Demonstrate effectiveness in oral and written communication.
C. Understand theological doctrine, proclaiming and living according to the gospel of Christ towards the formation of character and wisdom towards the transformation of the world in the expansion of God’s kingdom.
D. Critically and constructively apply a Biblical worldview as it relates to various disciplines.
E. Demonstrate knowledge of the Bible, Christian theology, and church history with the purpose of ministry application.

III. The Specific Objectives of this Course

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Related Curriculum Objectives (from &quot;II&quot; above)</th>
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</thead>
<tbody>
<tr>
<td>After successful completion of this course the student will be able to . . .</td>
<td>A-E</td>
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<tr>
<td>1. Students have awareness of foundational issues and individuals of the past millennium.</td>
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<td>2. Students are able to critically analyze historical concepts, making appropriate applications to contemporary ministry.</td>
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<td>3. Students gain experience in reading and understanding primary historical materials.</td>
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<td>4. Students obtain insights into particular historical individuals, benefiting from their theological and spiritual insights.</td>
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<td>5. Students appreciate the global dimensions of the Christian experience, with a greater sense for Christian diversity.</td>
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IV. Demonstration of Learning
Course assignments, guidelines for completion, due date, and rubric used for assessing student learning for each assignment. | Related Course Objectives (from "III") | Percent of Course Grade |
<table>
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<tbody>
<tr>
<td>1. <strong>Worksheets</strong>: At the beginning of each class worksheets will be assigned covering the reading assignment(s) from the course textbook. These are due the following week when the class meets.</td>
<td>1-5</td>
<td>15 points X24 360 points</td>
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<tr>
<td>2. <strong>Mid Term</strong>: Will cover the first half of the courses reading assignments and lecturers.</td>
<td>1-5</td>
<td>100 Points</td>
</tr>
<tr>
<td>3. <strong>Final Exam</strong>: Will cover the second half of the courses reading assignments and lecturers.</td>
<td>1-5</td>
<td>100 Points</td>
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</table>

**V. Information Resources and Technology Needed for this Course**

A. Information technology suggested for the student to use in this course:
   1. Digital Bible Software, such as Logos Bible, Bible Works &/OR Scholar's Library software and other digital eBook formats are optional for the students use, as long as the student can properly cite their resource.
   2. Any resource from the John Norris Library at Faith Theological Seminary. I strongly suggest spending time at the Marion Burk Knott Library in St. Mary’s Seminary.

B. Texts and/or other learning resources required/suggested for this course:

**VI. Additional Course Policies and Procedures**

A. Class Attendance: It is expected that the student will be present on time for all classes.
   1. Lateness: [FTS policy: see catalog]
   2. Absences: [FTS policy]

B. Class participation is an essential part of the learning process

C. All late assignments are graded "F" but must be completed within one week of the due date. Assignments not completed may result in failure of the course.

D. Quizzes, Tests and Exams
   1. Quizzes: NA
   2. Tests: NA
   3. Mid Term & Final Exams: All exams will be open book take home exams.

**VII. Additional texts and/or learning resources for the student's further reference: Suggested Websites**
The present section lists resources of mainly general or broad interest. The second section of the manual provides many suggestions of online resources and other media, arranged by chapter and focused on the specific subject matter and learning objectives of that chapter.
Primary Text Sources

- **Christian Classics Ethereal Library**: Site providing a wide range of classic Christian writings in English translation. http://www.ccel.org
- **Internet Ancient History Sourcebook**: Site providing a classified collection of texts from ancient history. http://www.fordham.edu/Halsall/ancient/asbook.asp
- **Internet Medieval Sourcebook**: Site providing a classified collection of texts from medieval history. http://www.fordham.edu/halsall/sbook.asp

Pictures, Art & Archaeology

- **Art History Resources**: An assortment of annotated online resources illustrating the art from various periods. http://arthistoryresources.net
- **Major Museums**: The following museums host online galleries of art, architecture, and other artifacts illustrating church history, often with splendid descriptions and many user-friendly features:
  - Metropolitan Museum, New York: http://www.metmuseum.org/collections
  - Vatican Museums, Vatican City: http://mv.vatican.va/3_EN/pages/MV_Home.html
- **SmartHistory**: Multimedia web book about art and history, with helpful discussions and many images. http://smarthistory.khanacademy.org

Topical Online Resources

- **De Imperatoribus Romanis**: Online encyclopedia on the rulers of the Roman Empire. http://www.roman-emperors.org
- **The Labyrinth**: Resources for medieval studies. http://labyrinth.georgetown.edu
- **Bartholomew’s World**: An NEH funded project hosted by Stanford University, introducing medieval Scholasticism, scholastic texts and authors, and strengthening Latin skills. http://bartholomew.stanford.edu/welcome.html
Other Resources

- **Christian History Magazine**: Publication of the Christian History Institute, with many themed issues and specific articles devoted to topics and persons covered by the textbook. Available in print and online. [https://www.christianhistoryinstitute.org/magazine](https://www.christianhistoryinstitute.org/magazine)

- **The Catholic Encyclopedia**: Online edition of the 15-volume publication (1913). Contains many articles on the people, events, movements, doctrines, and other aspects of church history, as told from a pre-Vatican II Roman Catholic perspective. [http://www.newadvent.org/cathen](http://www.newadvent.org/cathen)

- **History in the Movies**: Internet Sourcebooks’ annotated lists of films that can help students visualize the periods, events, and persons of church history.
  - **Ancient History**: [http://www.fordham.edu/Halsall/ancient/asbookmovies.asp](http://www.fordham.edu/Halsall/ancient/asbookmovies.asp)
  - **Medieval History**: [http://www.fordham.edu/halsall/medfilms.html](http://www.fordham.edu/halsall/medfilms.html)

- **Theologian Trading Cards**: Flash cards designed to aid study of important figures; modeled on baseball cards, organized into 15 different teams, with 288 major teachers, leaders, and troublemakers from Christian history. [http://zondervan.com/9780310328582](http://zondervan.com/9780310328582)

- **North American Patristics Society**: Professional academic society devoted to the study of the church fathers. Hosts conferences, publishes a journal, and provides other resources. [http://patristics.org](http://patristics.org)

- **International Conference on Patristics Studies**: Blog site dedicated to the major international conference devoted to the study of the church fathers. [http://oxfordpatristics.blogspot.com](http://oxfordpatristics.blogspot.com)

- **American Society of Church History**: Professional academic society devoted to the study of church history. Hosts conferences, publishes a journal and other resources. [http://www.churchhistory.org](http://www.churchhistory.org)

- **International Congress on Medieval Studies**: Site devoted to a major annual conference on medieval studies, hosted by Western Michigan University. [http://www.wmich.edu/medieval/congress](http://www.wmich.edu/medieval/congress)

- **International Medieval Congress**: Site devoted to the largest European gathering on medieval studies, including links to various resources. [http://www.leeds.ac.uk/ims/imc](http://www.leeds.ac.uk/ims/imc)

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**VIII. Faith Theological Seminary Plagiarism Policy**

**Seminary Statement on Academic Dishonesty & Plagiarism**

Plagiarism means representing any work (including “original” ideas and opinions) as your own that is not your own. All information, quotes, and paraphrasing from all sources must be properly documented. *All work submitted for this course must be your own and written exclusively for this course.* Academic dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized material or fabricated information in any academic work. It includes, but is not limited to:

- Cheating – giving or receiving answers on assigned material, using materials or aids forbidden by the instructor, alteration of academic records, unauthorized possession of examinations, the falsification of admissions, registration or other related college materials, or any other intentional use or attempted use of unauthorized materials, information, or study aid.

- Plagiarism – the offering of someone else’s work, words, or idea as one’s own or using material from another source without acknowledgement. Exclusive use of Internet web sites for research content is discouraged. All references must be cited, no paraphrased information. It is best to use the library databases/books for all research.

- Interference – interfering without permission with the work of another student either by obtaining, changing or destroying the work of another student.
Buying or selling of term papers, homework, examinations, laboratory assignments, computer programs, etc.

Falsifying of one’s own or another’s records.

Knowingly assisting someone who engages in A-E above.

Committing plagiarism may result in the following consequences

- Faculty may impose the following disciplinary actions within the context of a course,
  - Lowering of a grade or failure for a particular assignment.
  - Lowering of a grade, failure and/or dismissal from the course.
- The Division Dean or Campus Administrator responsible for the student’s curriculum may impose harsher measures within the context of the seminary such as:
  - Disciplinary probation may include a limitation on credits, mandatory repeat of a course, etc.
  - Suspension from a curriculum.

Student Learning Objectives

Chapter 1—The Setting for the Story’s Beginning

The students will be able to:

1. Identify three circles of influence that defined the cultural setting for the beginning of Christianity.
2. Describe the influence of pre-existing cultural influences on Christian attitudes, practices, and social norms.
3. Describe the basic functions of the Imperial Cult in the Roman Empire.
4. Describe key elements in the impact of Greek philosophy on Christian theology.
5. Describe the chief characteristics of the Jewish background of early Christianity.

Chapter 2—Jesus and the Beginnings of the Church

The students will be able to:

1. Describe the key elements of Jesus’ significance according to the early Christian traditions about him.
2. Explain the early Christian controversies regarding Gentile acceptance into the church and explain the impact of the apostle Paul on the shape of Gentile Christianity.
3. Explain the basic historical arguments for the identification of the ministries of Peter and Paul with Rome.
4. Describe the evidence for traditional associations of prominent apostles with specific locales, and some distinctions between the churches in those areas.
5. Describe the main common beliefs and practices that distinguished earliest Christianity.

Chapter 3—The Subapostolic Age

The students will be able to:

1. Describe three strands of “Jewish Christianity” that persisted into the subapostolic era.
2. Define the “Apostolic Fathers,” describing their genres, contents, contexts of origin, and major features of what they say about the development of Christianity after the first century.
3. Describe major genres of early Christian apocrypha, citing examples and characterizing their apparent purposes in early communities of faith.
4. Analyze the value and use of subapostolic literatures as testimony to the development of Christian belief and practice after the apostolic era.
Chapter 4—The Church and the Empire

The students will be able to:

1. Describe and explain the non-Christian responses to early Christians and the legal bases for persecution.
2. Identify the major early Christian apologists, analyze their responses to popular, intellectual, and political accusations, and explain their pivotal contributions to the developing Christian intellectual effort.
3. Identify a number of early Christian martyrdom accounts and briefly summarize their contents.
4. Describe eight motifs evident in the developing early Christian theology of martyrdom.

Chapter 5—Heresies and Schisms in the Second Century

The students will be able to:

1. Describe Marcion’s basic teachings and his impact on early Christianity.
2. Describe views regarding the origins of Gnosticism, common features of Gnostic myths, and the significance of Gnostic teaching for the development of early Christian thought and practice.
3. Identify influential Gnostic teachers and describe their basic teachings.
4. Explain the rise, impact, and legacy of Montanism.
5. Describe the convictions and practices of early Christian Encratites.
6. Engage the contemporary debate regarding the priority of “heresy” over “orthodoxy.”

Chapter 6—The Defense against Rival Interpretations

The students will be able to:

1. Describe the development of the monepiscopacy in early Christianity.
2. Explain the doctrine of apostolic succession as it emerged in the early church.
3. Describe the ancient rule of faith and the creed, distinguishing their content and function in relation to the formation of communal Christian identity.
4. Enumerate ancient evidence for the development of the Christian canon.
5. Explain the developmental stages by which the Christian canon came to be recognized and describe the criteria of canonicity.
6. Analyze the process in which the early church came to transmit and receive apostolic authority in relation to its changing context.

Chapter 7—The Fathers of the Old Catholic Church and Their Problems

The students will be able to:

1. Identify key leaders in the early catholic church, their works, and their principal contributions in the churches of their cities and regions.
2. Describe the major disputes occurring in early catholic Christianity, identifying the major players and describing the outcomes of the struggles.
3. Describe the development of Christology and Trinitarian thought during the late second and early third centuries.
4. Explain the terms of conflict between rigorists and laxists in the early church, identifying key players in the struggle.
5. Explain the development of the rise to prominence of the church at Rome in the third century.
Chapter 8—Church Life in the Second and Third Centuries

The students will be able to:
1. Describe early Christian practices of initiation.
2. Explain the practice of early Christian assembly and describe the most common features and function of Christian assemblies.
3. Describe the basic features of early Christian moral behavior and lifestyle.
4. Describe the roles of Christian women in the early church.
5. Explain the impact of early Christian hope on their behavior and witness; describe the two major patterns of eschatological hope in early Christianity.

Chapter 9—Development of the Church during the Third Century

The students will be able to:
1. Explain the reasons for and circumstances of the Decianic persecution.
2. Describe and explain the rise of the cult of the martyrs.
3. Describe the career of Cyprian of Carthage, discussing the major controversies in which he was embroiled and explaining his lasting influence on western ecclesiology and practices of church discipline.
4. Discuss theories explaining the rise of Christian art and describe its third-century development in terms of surviving material evidence.
5. Describe the basic beliefs and impact of Manicheism.
6. Discuss influential Christian texts and authors of the last half of the third century.
7. Describe a range of factors scholars adduce to explain the remarkable success of Christianity in the third century.

Chapter 10—Diocletian and Constantine: On the Threshold of the Fourth Century

The students will be able to:
1. Describe Diocletian’s imperial reforms and explain the dramatic upsurge in persecution against Christians during his reign.
2. Analyze different proposals regarding the motivations and agenda of Constantine in favoring Christianity.
3. Describe the sweeping impact of Constantinianism on the church of the early fourth century.
4. Describe the doctrines and politics in play in the Donatist controversy, evaluating the part played by the empire in resolving the issue and enforcing the solution.
5. Describe the doctrines and politics in play leading up to the Council of Nicaea, explaining the positions taken and key terms used at the council and in the resulting creed.
6. Evaluate the impact and importance of the Council of Nicaea on the development of Christian belief and ecclesial practices.

Chapter 11—The Church in the Fourth Century: Doctrine, Organization, and Literature

The students will be able to:
1. Describe the complicated theological and political in-fighting that occurred within the church and empire during the fourth century, and understand its impact on the affirmation of Nicene orthodoxy.
2. Understand the range of views regarding the relationship of the Father to the Son and the status of the Holy Spirit that were being debated during the fourth century.
3. Explain the role of certain ecclesial and political figures, and especially Athanasius, in securing the victory of Nicene orthodoxy.
4. Describe the background, circumstances, and impact of the Council of Constantinople (381).
5. Describe the evolution of more formal patterns of church organization that occurred in the fourth century.
6. Describe the personalities, careers, and contributions of the major patristic writers of the fourth century.
7. Appreciate the central place of the Bible in the development of patristic tradition.

Chapter 12—The Church in the Fourth and Early Fifth Centuries: Monasticism, Expansion, Life, and Worship

The students will be able to:
1. Explain the rise of monasticism and describe its diverse forms and leading influences.
2. Describe the spread of Christianity to different nations during the fourth and fifth centuries.
3. Evaluate the impact of Christianity on the society of the late empire and the impact of society on the church.
4. Describe the development of key expressions of Christian piety during the fourth and fifth centuries, including the cult of the saints, the veneration of holy sites, pilgrimage, observance of the church calendar, and the enrichment of corporate liturgy and sacrament.
5. Explain the development and core aspects in the practice and understanding of key sacraments.

Chapter 13—Christological Controversies to Chalcedon (451)

The students will be able to:
1. Explain in broad terms the distinct significance of each of the first four ecumenical councils for the church’s understanding of God and Jesus Christ.
2. Describe the main differences between the Antiochene and Alexandrine theological traditions.
3. Explain the backgrounds to the Councils of Ephesus (431) and Chalcedon (451), describing the major players, events, and terms of dispute.
4. Explain the differences between miaphysite and dyophysite understandings of Jesus Christ, defining the complex terminology and categories of the christological controversies.
5. Describe the consequences of the Council of Chalcedon, in its dogmatic, conciliar, monastic, and constitutional aspects.

Chapter 14—Augustine, Pelagius, and Semipelagianism

The students will be able to:
1. Describe the major phases of Augustine’s life, explaining the impact of his life experiences on his beliefs and impact in western Christianity.
2. List and describe Augustine’s most influential written works.
3. Explain the impact of the Donatist controversy on Augustine’s formulation of key doctrines of the church, ordination, and the sacraments.
4. Describe the views of Pelagius and Celestius regarding human nature and salvation, and the church’s rejection of them.
5. Explain the impact of the Pelagian controversy on Augustine’s formulation of key doctrines of divine election, salvation, and human sexuality.
6. Describe Semipelagianism as an influential reaction to Augustine’s extreme views on divine election.
Chapter 15—Transitions to the Middle Ages

The students will be able to:
1. List and describe different viewpoints regarding the beginning of the Middle Ages and the collapse of ancient Roman society.
2. Describe and explain the distinctive features of early Germanic Christian belief and practice.
3. Describe the movements of different Germanic tribes in Europe during the fifth and sixth centuries, explaining the particular significance for church history of Clovis and the Franks and Theodoric and the Ostrogoths.
5. Describe the resolution of the Augustinian-Pelagian controversy and the basic tenets of the “Semiaugustianism” that came to prevail.
6. Explain the rise of the papal role and authority in the transition to the Middle Ages.

Chapter 16—Eastern and Western Churches in the Fifth and Sixth Centuries

The students will be able to:
1. Explain the theological developments occurring in Eastern Christianity after the Council of Chalcedon that produced three major theological trajectories and distinct churches.
2. Describe Justinian’s major accomplishments and many of the fundamental developments in Byzantine culture that occurred during his reign.
3. Explain three major theological controversies occurring during the time of Justinian, that culminated in the Fifth Ecumenical Council but did not effect unity in the empire.
4. Describe the career and monastic foundation of Benedict of Nursia, explaining the impact of Benedictine monasticism on early medieval Europe.
5. Describe the career of Pope Gregory the Great, explaining the impact of his able pastoral leadership on the medieval institutions of the papal office and the Roman church.
6. Delineate the major liturgical families that formed by the sixth and seventh centuries.
7. Describe the principal differences between the Eastern and Western churches that developed after the Barbarian invasions.

Chapter 17—The Eastern Church from the Seventh to Eleventh Centuries

The students will be able to:
1. Explain the development and defeat of Monotheletism in the Sixth Ecumenical Council.
2. Describe the rise of Islam, its impact on the Byzantine Empire, and the Christian responses to its success.
3. Explain the rise of iconoclasm and its defeat in the Seventh Ecumenical Council.
4. Describe the rationale and theology of the iconodulist position.
5. Explain the Photian Schism and describe its results.
6. Describe major features of the flourishing of Middle Byzantine culture, in its monasticism, literature, art, and architecture.
7. Describe major missionary accomplishments of Eastern churches during the seventh–eleventh centuries.

Chapter 18—The Western Church from the Seventh to Ninth Centuries

The students will be able to:
1. Describe the development of Christianity in Ireland and England, identifying key Celtic and Anglo-Saxon monk-missionaries and explaining their impact on the preservation, reform, and expansion of Christianity.
2. Compare and contrast Celtic, Roman, and Anglo-Saxon patterns of mission work and church reform.
3. Explain the development of the Carolingian dynasty, Charlemagne’s rise to power, and describe the main features of his reign.
4. Describe the ecclesiastical organization, monasticism, liturgy, and basic Christian practices of the early Middle Ages.
5. Describe the principal theological developments and controversies that occurred in the Carolingian Empire.
6. Explain the development of the highly synthetic blending of church and state that came to characterize the medieval church and culture.
7. Describe the processes by which the building materials for medieval Europe were assembled in the seventh through ninth centuries.

Chapter 19—Decline and Renewal of Vitality in the West

The students will be able to:
1. Explain the cycle of decline and institutional revival that impacted the Western church in the ninth to eleventh centuries.
2. Describe the impact of the Norse and Viking invasions on Europe, and the conversion and eventual Christianization of the invading peoples.
3. Explain the descent of the church and particularly the papacy into the structures of feudalism in the ninth and tenth centuries.
4. Describe the flourishing of the monastery of Cluny and explain its role in instigating widespread reform and renewal.
5. Describe the rise of the Ottonian dynasty and its support of clerical and papal revival.
6. Describe the impact of Leo IX’s reforms on the papacy.
7. Explain the background to the Great Schism of 1054, between the Eastern and Western churches.

Chapter 20—The Papal Reform and the First Crusade

The students will be able to:
1. Explain the culmination of the papal reform in the papacy of Gregory VII.
2. Describe the investiture controversy, explaining its significance in the struggle between different viewpoints regarding the exercise of lay and clerical power in the eleventh century.
3. Explain the conflict between Pope Gregory VII and King Henry IV of Germany, describing the outcome of the conflict for resolving the question of lay investiture.
4. Describe the major factors contributing to the notion of holy war for Christians and the background to the First Crusade, including the role of the papacy.
5. Describe the First Crusade in terms of its leaders, the fighting, and its varied results.

Chapter 21—Intellectual Revival: The Rise of Scholasticism

The students will be able to:
1. Describe the rise and key aspects of Scholasticism, in its assumptions, methods, content, and form.
2. Explain the philosophical question of universals as it occupied medieval scholarship, impacted Christian doctrine, and took particular forms, in the positions of extreme realism, conceptualism, moderate realism, and nominalism.
3. Describe the background, circumstances, and main participants of the second eucharistic controversy, explaining how the new scholastic methods led to the doctrine of transubstantiation.
4. Explain the broad theological implications of the scholastic controversy over universals.
5. Describe the career of Anselm of Canterbury, explaining his impact as the “Father of Scholasticism” on Christian scholarship and key doctrines, especially the doctrine of the atonement.
6. Distinguish three different theories of the atonement that had become popular by the early twelfth century.
7. Describe the career of Peter Abelard, explaining the wide impact of his teaching on the assumptions and methods of medieval scholarship.

**Chapter 22—Monastic, Literary, Political, and Cultural Activities in the Twelfth Century**

The students will be able to:

1. Describe the rise of new forms of monasticism and explain their reforming impact on western Christianity in the twelfth century.
2. Describe the rise of the Cistercian movement and the contributions of its most prominent leader, Bernard of Clairvaux.
3. Explain the syntheses achieved by Hugh of St. Victor, Peter Lombard, John Gratian, and other twelfth-century scholars who applied the gains of Scholasticism to Christianity and the church.
4. Describe the growth, development, and principal features of Romanesque style as it affected Christian art and architecture.
5. Explain twelfth-century developments in poetry, music, and expressions of personal piety.
6. Describe the development of church-state relations in the twelfth century, particularly as they impinged upon monarchies and the papacy, and found expression in the Third Crusade.
7. Describe certain broad developments in Eastern churches in the eleventh and twelfth centuries.

**Chapter 23—The Glory of the Western Medieval Church**

The students will be able to:

1. Explain the reasons why Innocent III’s papacy is seen to represent the peak of papal power in the Middle Ages.
2. Describe the rise of the mendicant orders, comparing and contrasting the careers of Dominic and Francis of Assisi and the priorities of their respective orders.
3. Explain the rise of universities as a “third force” in Christendom.
4. Describe the career and work of Thomas Aquinas, explaining the impact of his project to synthesize Aristotelian thought and Christian theology.
5. Compare and contrast Aquinas’ program with those of influential Franciscan scholars, especially Bonaventure.
6. Describe the development of Gothic art and architecture in the twelfth and thirteenth centuries.

**Chapter 24—Portents of Decline**

The students will be able to:

1. Explain the rise of lay religious movements in the twelfth and thirteenth centuries, describing their features, leaders, and the church’s response.
2. Explain the rise of vernacular theology in the thirteenth century, especially as it relates to women’s movements, and describe the church’s response.
3. Describe the circumstances of the Second Council of Lyons and its consequences.
4. Describe the decline of mission and Christian influence in central Asia and China in the wake of the Mongol conquests.
5. Describe the decline of effective pastoral care in the thirteenth century and the rise of eschatological speculation and fanaticism.
6. Describe the extravagant claims made by Pope Boniface VIII and explain the ways in which his papacy marks a low point in papal power.