



**CH301/CH501**  
**The Church to 1550**  
**Semester 1, 2015**

Brisbane School of Theology offers high quality, Bible-centred theological training in a diverse and supportive community, shaping the whole person for God's purpose. Aiming for more than simply growing students' knowledge of theology, BST is developing passionate, capable disciples who use what they know about God's word to serve him in the church and the world.

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We are an affiliated college of the Australian College of Theology, our ABN no. is 55009670160 and the ACT CRICOS no. is 02650E.*

• Know God's word; take it to the world •

## INFORMATION ABOUT THIS UNIT

<b>Description</b>	The unit surveys the history of the Christian movement from the time of the apostles to the European Reformation. Through primary and secondary sources, it provides an orientation to the major developments and personalities which took the movement from Palestine to the rest of the world.		
<b>Teaching staff</b>	<b>Lecturer</b>	Rev Dr Richard Gibson <i>BSocWk, DipATH, BTh, MTh, PhD</i>	
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<b>Additional information</b>	<b>Credit points</b>	4	
	<b>Co/pre-requisites</b>	N/A	
	<b>No. of teaching weeks</b>	13	
<b>Assessment Summary</b>	<b>CH301</b>		
	<b>Item</b>	<b>Details/Due Date</b>	<b>Weighting</b>
	Essay	1,000 words Due: 13 <sup>th</sup> March	20%
	Document Analysis	1,500 words Due: 10 <sup>th</sup> April	30%
	Essay	2,500 words Due: 29 <sup>th</sup> May	50%
	<b>CH501</b>		
	<b>Item</b>	<b>Details/Due Date</b>	<b>Weighting</b>
	Essay	1,000 words Due: 13 <sup>th</sup> March	20%
	Document Report	1,500 words Due: 10 <sup>th</sup> April	25%
	Book Report	1,000 words Due: 15 <sup>th</sup> May	15%
Essay	2,500 words Due: 12 <sup>th</sup> June	40%	

## STUDENT LEARNING OUTCOMES AND UNIT CONTENT

On completion of this unit, students will:

<p><b>Knowledge and understanding</b></p>	<p><b>Know and understand</b></p> <ol style="list-style-type: none"> <li>1. Those major phases and developments in the history of Christianity identified in the unit content</li> <li>2. The life and thought of selected key figures in the history of Christianity</li> </ol> <p><b>(in addition for CH501 students)</b></p> <ol style="list-style-type: none"> <li>3. Interpretations and uses of selected phases, developments and key figures</li> </ol>
<p><b>Skills</b></p>	<p><b>Be able to</b></p> <ol style="list-style-type: none"> <li>1. Discuss the impact of the social, political and cultural context on Christian beliefs, practices and movements.</li> <li>2. Evaluate historical evidence using primary and secondary sources</li> <li>3. Present an analytical evidence-based argument or narrative</li> </ol> <p><b>(in addition for CH501 students)</b></p> <ol style="list-style-type: none"> <li>4. Discuss interpretations of the period</li> </ol>
<p><b>Application</b></p>	<p><b>Be in a position to</b></p> <ol style="list-style-type: none"> <li>1. Inform their theological studies with perspectives from this period of Christian history</li> <li>2. Apply perspectives from this period to current issues in ministry and the contemporary world</li> </ol> <p><b>(in addition for CH501 students)</b></p> <ol style="list-style-type: none"> <li>3. Evaluate interpretations of the period</li> </ol>

## UNIT TIMETABLE

Week Date	Topic	Focus	Reading 301	Reading 501
<b>Section A</b>				
1 17/5	1. Studying church history 2. Jesus' world 3. Parting(s) of the ways	Josephus Justin Martyr	<i>CH v. 1</i> 27-31; 45-62	<i>CH v. 1</i> 27-62
2 24/5	4. Apostolic Fathers 5. Early persecution 6. Apologists	Pliny & Trajan Tertullian	<i>CH v. 1</i> 63-104	<i>CH v. 1</i> 63-104
3 3/3	7. Early deviations 8. Rule of Faith & the Canon 9. Roman persecution	Irenaeus	<i>CH v. 1</i> 105-46	<i>CH v. 1</i> 105-58
4 10/3	10. Constantine 11. Arius & Nicea 12. Asceticism	Athanasius	<i>CH v. 1</i> 159-98	<i>CH v. 1</i> 159-98
5 17/3	13. Augustine & Jerome 14. Christological debates 15. Rise of Christendom	Augustine Chalcedon	<i>CH v. 1</i> 255-305	<i>CH v. 1</i> 255-305
<b>21-29 March, Mission Exposure Week</b>				
<b>Section B</b>				
6 31/3	16. East and West 17. Rise of Islam 18. Mission to Europe; Charlemagne	Boniface of Crediton	<i>CH v. 1</i> 306-53	<i>CH v. 1</i> 306-54
<b>6-10 April, Study Week</b>				
<b>13-17 April, Mid Semester Break</b>				
7 21/4	19. The 'Dark Ages'? 20. Papal renewal & reform 21. The Crusades	Aquinas	<i>CH v. 1</i> 385-426	<i>CH v. 1</i> 355-426
<b>Section C</b>				
8 28/4	22. Scholasticism 23. Religious Orders 24. Problems & protest	Francis of Assisi	<i>CH v. 1</i> 427-44; 473-504	<i>CH v. 1</i> 427-528
9 5/5	25. Renaissance 26. Attempts at Reform 27. Rome & salvation	Erasmus Jan Hus	<i>CH v. 2</i> 73-106	<i>CH v. 2</i> 31-106
10 12/5	28. German Reformation 29. Luther's insights 30. Consolidating reform	Martin Luther	<i>CH v. 2</i> 107-48	<i>CH v. 2</i> 107-48
11 21/5	31. Swiss Reformation 32. Calvin's Geneva 33. International Calvinism	John Calvin	<i>CH v. 2</i> 149-82	<i>CH v. 2</i> 149-82
12 26/5	34. Crises & division 35. The Anabaptists 36. Violence & pacifism	Menno Simons	<i>CH v. 2</i> 183-201	<i>CH v. 2</i> 183-201
13 2/6	37. Reform & the Jesuits 38. Council of Trent 39. Always reforming	Ignatius Loyola	<i>CH v. 2</i> 203-17	<i>CH v. 2</i> 203-17
<b>8-12 June, Study Week</b>				
<b>15-19 June, Exam Week</b>				

## ASSESSMENT OUTLINE FOR CH301

This applies to students who are enrolled at Bachelor level.

<b>Assessment 1</b>	<b>Item</b>	Essay, 1,000 words
	<b>Details/Due Date</b>	Choose one of the following. On what grounds was this teaching rejected as inconsistent with the true Christian faith?  Marcion OR Patripassianism OR Manichaeism <b>Due: Friday 13<sup>th</sup> March, 5.00 pm</b>
	<b>Weighting</b>	20%
<b>Assessment 2</b>	<b>Item</b>	Document Analysis, 1,500 words
	<b>Details/Due Date</b>	Choose one of the following documents. Explain the context of its publication and analyse its content for insights it offers into the nature of the Medieval Church.  <i>Decree on Icons</i> , Second Synod of Nicea (787) OR Pope Urban II's speech at the Council of Clermont (1095) OR The Papal Bull, <i>Unam Sanctum</i> (1302) OR <i>12 Conclusions of the Lollards</i> , Presented to Parliament (1395) <b>Due: Friday 10<sup>th</sup> April, 5.00 pm</b>
	<b>Weighting</b>	30%
<b>Assessment 3</b>	<b>Item</b>	Major Essay, 2,500 words
	<b>Details/Due Date</b>	1. How did Luther's convictions about 'justification by faith' lead to the breach with the Roman Church? OR 2. What factors contributed to the widespread adoption of Calvinism beyond Geneva? OR 3. Why did 'Anabaptists' grow frustrated with the magisterial reformations? How was this frustration expressed? <b>Due: Friday 29<sup>th</sup> May, 5.00 pm</b>
	<b>Weighting</b>	50%

## ASSESSMENT OUTLINE FOR CH501

This applies to students who are enrolled at Masters level.

Assessment 1	Item	Essay, 1,000 words
	Details/Due Date	Choose one of the following. Discuss their key contributions to the defence of the Christian faith. <b>EITHER</b> Irenaeus <b>OR</b> Justin Martyr <b>OR</b> Tertullian  <b>Due: Friday 13<sup>th</sup> March, 5.00 pm</b>
	Weighting	20%
Assessment 2	Item	Document Report, 1,500 words
	Details/Due Date	Choose one of the following documents. Explain the context of its publication and analyse its content for insights it offers into the nature of the Medieval Church.  <i>Decree on Icons, Second Synod of Nicea (787)</i> <b>OR</b> Pope Urban II's speech at the Council of Clermont (1095) <b>OR</b> The Papal Bull, <i>Unam Sanctum</i> (1302) <b>OR</b> <i>12 Conclusions of the Lollards, Presented to Parliament (1395)</i>  <b>Due: Friday 10<sup>th</sup> April, 5.00 pm</b>
	Weighting	25%
Assessment 3	Item	Book Report, 1,000 words
	Details/Due Date	Write a book report on <i>Getting the Reformation Wrong</i> by James. R. Payton (Downers Grove: IVP, 2010).  <b>Due: Friday 15<sup>th</sup> May, 5.00 pm</b>
	Weighting	15%
Assessment 4	Item	Major Essay, 2,500 words
	Details/Due Date	1. How did Luther's convictions about 'justification by faith' lead to the breach with the Roman Church? <b>OR</b> 2. What factors contributed to the widespread adoption of Calvinism beyond Geneva? <b>OR</b> 3. Why did 'Anabaptists' grow frustrated with the magisterial reformations? How was this frustration expressed?  <b>Due: Friday 12<sup>th</sup> June, 5.00 pm</b>
	Weighting	40%

## LECTURE ATTENDANCE

Please note the [ACT policy](#) (see also BST Student Handbook) on lecture attendance in the *Undergraduate Handbook* and the *Graduate and Postgraduate Handbook*. You are required to attend at least 80% of lectures. This means you can miss a maximum of two lectures. If you know that you will not be at a lecture, please phone or email the lecturer beforehand. If you miss more than two lectures, your enrolment for this unit may be ended.

## HOW TO STUDY THIS UNIT

You should allocate approximately 7 hours outside of class each week to this unit.

## LATE SUBMISSION OF WORK

Please note the [ACT Late Penalties Policy](#) (including extensions; see also BST Student Handbook). Failure to submit any individual assignment on time may result in either a late penalty or a zero mark for the assignment.

## PASSING THIS UNIT

To pass this unit you must complete and submit each assessment item. You must also attain an overall percentage mark of 50% or more.

## PLAGIARISM

Please note the [ACT Academic Misconduct Policy](#) (see also BST student handbook) on plagiarism. This is a serious issue and it is your responsibility both to understand what plagiarism includes and to avoid it completely. If you are found to have plagiarised, there will be serious consequences as specified in the BST student handbook.

Penalties for plagiarism are as follows (from [ACT Academic Misconduct Policy](#)).

### **First offence:**

Students will be subject to academic counselling, with the maximum penalty being to fail the item with no marks awarded. Where deemed appropriate, the minimum penalty available will be that students may be granted an opportunity to resubmit the assessment with a maximum of 50% for the assessment.

### **Second offence:**

Fail unit, with no remedial opportunity.

### **Third or major offence:**

Exclusion from any award of the ACT, or exclusion from the award for up to two years, or other outcome appropriate to the case but with an impact less serious than exclusion.

In the case of severe plagiarism and/or cheating, a student may be subject to a separate disciplinary process approved by the ACT Academic Board. Colleges are required to immediately report to the ACT Director of Academic Services all offences of wilful academic misconduct, for recording on TAMS.

## READING MATERIALS

### Prescribed text

Ferguson, E. *Church History. Volume 1: From Christ to the Pre-Reformation.* 2<sup>nd</sup> ed. Grand Rapids: Zondervan, 2013.

Woodbridge, J. D., and F. A. James III. *Church History. Volume 2: From Pre-Reformation to the Present Day.* Grand Rapids: Zondervan, 2013.

### Recommended reading

Bettenson, H. and C. Maunder, eds. *Documents of the Christian Church.* 4<sup>th</sup> ed. Oxford: OUP, 2011.

Cairns, E. E. *Christianity through the Centuries: A History of the Christian Church.* 3<sup>rd</sup> ed. rev. and expanded. Grand Rapids: Zondervan, 1996.

Cross, F. L. and E. A. Livingstone, eds. *The Oxford Dictionary of the Christian Church.* London: OUP, 1997.

Dowley, T., ed. *Introduction to the History of Christianity.* 2<sup>nd</sup> ed. Minneapolis: Fortress, 2013.

Shelley, B. L. *Church History in Plain Language.* 4<sup>th</sup> ed. Nashville: Routledge, 2013.

## GRADUATE OUTCOMES

Attribute	Emphases of Unit			Comment
	Strong	Moderate	Light	
<b>1) Passionate discipleship</b>	√			Study of church history enriches the students' understanding of the sovereignty of God, the significance of Jesus Christ, and confronts them with the example of many who have sacrificed much in following Jesus.
<b>2) Sound knowledge of Bible</b>		√		Study of church history challenges a simplistic biblicism and highlights the need for careful attention to the Scriptures and sound principles of interpretation.
<b>3) Humility and faithfulness</b>	√			Study of church history reminds students' that they benefit from centuries of reflection, controversy, and commitment to the truth, often at great cost. It encourages them to read sympathetically.
<b>4) Communicating the Gospel</b>		√		Study of church history gives opportunity to test popular formulations and clichés in light of centuries of discussion of the nature of Christ, the Trinity, salvation, church, church-state relations and eschatology.
<b>5) Commitment to mission</b>	√			Study of church history provides an awareness of how the gospel has spread from Palestine to the rest of the world and invites them to participate in this movement.
<b>6) Commitment to team ministry</b>		√		Study of church history allows students' to encounter the diversity of traditions within the Christian faith, providing a basis for better appreciating differences within teams.
<b>7) Basic ministry skills</b>			√	Study of church history ought to equip students to articulate their faith aware of their cultural context, drawing on the resources of centuries of Christian experience.
<b>8) Commitment to life-long learning</b>		√		Study of church history tends to be a new experience for students and serves as a reminder that there is much to learn, enriching their understanding of God, his world, and their Christian brothers and sisters.

## GRADUATE ATTRIBUTES

**1) They will be passionate disciples of Jesus Christ.** Graduates will maintain a vibrant relationship with God, be passionate about following Jesus and walk by the Spirit in every area of life. They will seek to love God above all else and others as themselves in attitudes, words and deeds. They will be imitators of Jesus, obey His Word, deny themselves, take up their cross and follow Jesus wherever He may lead (Mark 8:34).

**2) They will have a sound knowledge of the Bible.** Graduates will have an in-depth and comprehensive knowledge of the Bible. They will be committed to the infallibility and authority of the Bible as God's Word in everything pertaining to salvation and the Christian life (2 Tim 3:14-17). They will do their best to be good teachers of the Bible who correctly explain the word of truth (2 Tim 2:15).

**3) They will have genuine humility and demonstrate faithfulness in life and ministry.** Graduates will live lives of holiness, humility and faithfulness. They will be willing to acknowledge their shortcomings and mistakes, and be open to receive constructive criticism and advice. They will do nothing out of selfish ambition, but in humility will consider others better than themselves (Phil 2:3). They will be prepared to suffer for the sake of Christ, knowing that "we must go through many hardships to enter the kingdom of God" (Acts 14:22).

**4) They will be effective communicators of the Gospel.** Graduates will know the Gospel and will be eager and able to communicate the Gospel, especially in word, but also through writing and other media, in ways that are culturally sensitive and intelligible to others. They will have compassionate hearts, listening empathetically to people in their particular contexts. They will be ready to preach the Word at any time with patience and care (2 Tim 4:2), trying to persuade people to believe the Gospel and to become followers of Jesus (2 Cor 5:11).

**5) They will have a great commitment to God's mission.** Graduates will be aware of the needs and opportunities of local and global mission. They will endeavour to see the coming of God's kingdom in every sphere of life, strive for justice for the poor and work towards community transformation. They will be passionately committed to and will be active in working towards the fulfilment of the Great Commission, to make disciples of all nations (Matt 28:18-20).

**6) They will be committed to team ministry and servant leadership.** Graduates will be committed to the local church as the family of God and as their context for ministry and base for mission (Heb 10:24-25). They will work enthusiastically and cooperatively with others in ministry teams. They will be open to Christians across various evangelical denominations and churches (Luke 9:49-50). As leaders they will be disciple-makers, following the Lord Jesus in serving, leading by example, and training and mentoring other leaders (Mark 10:43-45).

**7) They will be competent in basic ministry skills.** Graduates will be competent in basic ministry skills, including preaching, teaching, leading and caring for people. They will use their gifts to implement constructive change in the church and community (1 Tim 4:6-16). They will be culturally attuned and flexible in dealing with a range of issues (1 Cor 9:19-23). They will embrace accountability and maintain professional standards in various contexts. They will be "salt and light" in the world (Matt 5:13-14) and be able to "prepare God's people for works of service, so that the body of Christ may be built up" (Eph 4:12).

**8) They will be committed to lifelong learning and personal growth.** Graduates will be proactive in expanding their knowledge and abilities. They will be open to new challenges, be willing to face unfamiliar problems and accept wider responsibilities. They will continue to grow in faith, knowledge and maturity, "forgetting what is behind and pressing ... toward the goal for the prize of the upward call of God in Christ Jesus" (Phil 3:13-14).