

PATRISTIC AND MEDIEVAL THEOLOGY

COURSE DESCRIPTION

THT 505

Talbot School of Theology

Summer 2009

PROFESSOR: Alan W. Gomes, Th.M., Ph.D.

- I. **COURSE DESCRIPTION:** "History of the church from the Apostolic Fathers to the eve of the Reformation with an emphasis on the development of doctrine. Discussion of key thinkers, such as Origen, Tertullian, Augustine, Anselm, Aquinas and Scotus. Required for M.Div. students."¹
- II. **OBJECTIVES:**
- A. To acquaint you with the doctrinal views of significant movements, schools, and individuals in church history, from the end of the first century to the end of the fifteenth century.
 - B. To show the trajectory of thought in the development of ideas as they are worked out historically.
 - C. To give you a greater appreciation and understanding of your own beliefs by showing the evolution of those ideas.
 - D. To provide you with a broad survey of the institutional, political, social, economic and cultural conditions in which the church operated.
 - E. To give you significant exposure to some important primary documents written during this period.
 - F. To help you recognize the great struggles and labors of the many great saints of God who have gone before us in establishing and defending orthodoxy.

III. **TEXTBOOKS:**

- A. Required
 - 1. Cairns, Earle E. *Christianity Through the Centuries*. Grand Rapids: Zondervan, 1996. 3rd edition. ISBN 0-310-20812-2.

¹*Biola University Catalog*.

2. Muller, Richard A. *Dictionary of Greek and Latin Theological Terms*. Grand Rapids: Baker, 1985. ISBN 0801020646.
- B. Recommended (i.e., you do not have to buy but book may be helpful)
1. Peterson, Susan Lynn. *Timeline Charts of the Western Church*. Grand Rapids: Zondervan, 1999. ISBN 0-310-22353-9.

IV. COURSE STRUCTURE – AN OVERVIEW:

- A. *Syllabus*: The syllabus highlights the **theological development** of key individuals and movements. It gives significant emphasis to the first 500 years, during which the church developed, debated and refined the crucial doctrines of Trinity and Christology. In the medieval period the syllabus gives special attention to the development of scholastic theology, showing how these ideas find their way into Reformation and post-Reformation thought. The emphasis of the syllabus is on the history of doctrine rather than on the politics, institutions and socio-religious aspects of the history (though these are often included as well). Please note that my goal for the syllabus is to provide you with detail on a limited number of crucial issues and movements, rather than to give you a grocery list of names and dates with no depth. The assigned readings and papers will provide additional breadth of coverage (see below).
- B. *Quizzes*: You will be quizzed on the material according to the “Syllabus Schedule/Quiz Chart,” which appears in the course syllabus (downloadable from my web page). (See the discussion of quizzes under “Specific Course Requirements.”)
- C. *Lecture portion of the class time*: The lectures elaborate upon and explain crucial issues in the course syllabus. Since the syllabus for this course is fairly complete, I do not intend to “lecture” by reading the syllabus to you; you will read through the syllabus on your own in preparation for the weekly quizzes. The lecture period is an opportunity for you to receive clarification on anything in the syllabus and for me to add detail beyond what is given in the syllabus.
- D. *Discussion portion of the class time*: A significant amount of time will be spent in class discussions. This will allow us to explore areas of particular interest to you, to interact with the data presented in the syllabus, to consider practical applications for the modern church, and to gain a broader perspective than a straight lecture approach can provide.
- E. *Assigned Reading*:
1. Earle Cairns’s *Christianity Through the Centuries*:

This text is designed to supplement and round out your exposure by providing a “church history” as opposed to an “historical theology” perspective. This text focuses primarily on the social, political and institutional background of the periods under consideration.

2. Selected Readings (downloadable from my web page):

These readings will expose you to important primary source materials in the Patristic and Medieval periods. In conjunction with these readings, you will write reading reports, summarizing the main points of what you have read. (See below for a discussion of the reading reports.)

- F. *Final Exam*: There will be a final exam at the end of the semester. The final exam is discussed in detail under “Specific Course Requirements.”

V. SPECIFIC COURSE REQUIREMENTS:

A. Attendance

Regular class attendance is required. Excessive cuts can result in a failure to receive credit for the course.

B. Quizzes

1. You will take quizzes on the syllabus material, as outlined in the “Syllabus Schedule/Quiz Chart” in the syllabus. A total of 13 quizzes will be given during the class.
2. The quiz is drawn *only* from the syllabus material; you will not be quizzed on the reading, previous lecture, or anything else.
3. Study questions are provided at the beginning of the syllabus to aid you in studying for the quizzes.
4. Quizzes will consist of 10 objective questions. You will mark your answers on the Scantron form provided in class.
5. Please note that since I moved the grading cutoffs to the recently revised (and more lenient) Talbot grading scale, I no longer drop your lowest quiz.
6. You may wish to keep track of your quiz scores using the chart given below. That way, should a discrepancy arise you can double check the data recorded in Dr. Gomes’s roll book with your own record:

| | | | | | | | | | | | | | |
|--------|---|---|---|---|---|---|---|---|---|----|----|----|----|
| Quiz # | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Score | | | | | | | | | | | | | |

C. Collateral Reading

1. You are to complete the assigned reading for the course. In order to receive credit, reading must be completed by the date it is due. Begin your reading early.
2. The readings are contained in your assigned text book (Cairns) and in the selected readings available on my web site (<http://faculty.biola.edu/alang>).

3. Reading Reports

- a. You will write 3 reports summarizing the collateral reading.
- b. Download and attach the appropriate “Reading Report Coversheet” as the first page of your reading report. All information must be filled in on the table. *Failure to include any of the required information in this table will result in a loss of points.*
- c. For each of the assigned reading selections you will prepare a synopsis containing the following information:
 - (1) The author and title of the selection (centered on the page and underlined).
 - (2) The main thesis/theses of the selection. That is, what is the document about and what is/are the main point(s) that the author attempts to make?
 - (3) *Be sure to write this summary in your own words.* Do not simply cut and paste quotes from the readings. In fact, your summary should contain *very few if any* direct quotations from the reading. Furthermore, do not simply provide me with the chapter headings or summaries that sometimes appear in these documents at the beginning of each section. If you do so then you will not receive credit for the summary.
 - (4) You are not to paraphrase the document but rather to summarize, in your own words, the main issues/arguments/points that it contains. Be certain to write your summary in the *third person*. *Do not* write it in the first person. *You* are the one who is describing what is in this document, in your own words, stated objectively.

Example: “In this document, Tertullian opposes a modalist named Praxeas, who taught that the Father, Son, and Spirit are all the same person. He refutes him by arguing....”

- (5) Make certain that your summaries are written in regular paragraph form. Do not write an outline or a list (e.g., with numbers or bullet points). Simply write your summary in running prose.
 - (6) Make certain that you limit yourself to an objective description of what the document is about. *Do not editorialize!* In other words, the point of this assignment is not to register your agreement/disagreement/enjoyment/personal inspirations, etc. with the entry. Summarize the content only.
- d. Length
 - (1) The amount that you are to write for any particular selection is listed in

the reading report chart below.

- (2) As noted above, you are to indicate (on your coversheet) the number of words that you have written for each selection.
- (3) The amount you are to write is expressed in terms of *word count*, i.e., the total number of words written. To avoid having to count this manually, I strongly suggest that you use the word count feature of your word processor.
- (4) The amounts shown are *minimums*. You may write *somewhat more* if you wish (within reason, please!), but you certainly are not required to, and doing so will not help your grade. On the other hand, if you write less than the required number of words you will not receive credit for that selection.
- (5) Certain selections, including the reading in Cairns, do not require a written summary. For these selections the chart shows “0” for the required number of words. However, you still need to *read* that selection and you must include in your report (on your coversheet) an indication of what percentage of the selection you actually read by the due date.

Reading Report Schedule

| Due Date | Selection | Words to Write ² | Points |
|---|---|-----------------------------|------------|
| (Report #1) To be announced in class | Report #1 Coversheet | Fill out | 3 |
| | Introduction to the Apostolic Fathers | 0 | 1 |
| | Ignatius, <i>Epistle to the Romans</i> | 150 | 4 |
| | Ignatius, <i>Epistle to Polycarp</i> | 150 | 3 |
| | Justin Martyr, <i>First Apology</i> | 600 | 23 |
| | Tertullian, <i>Against Praxeas</i> | 750 | 27 |
| | Cairns, <i>Christianity Through the Centuries</i> , pp. 39-111 | 0 | 20 |
| | Total Points Possible for Report #1 | | 81 |
| (Report #2) To be announced in class | Report #2 Coversheet | Fill out | 3 |
| | Athanasius, <i>On the Incarnation of the Word</i> | 750 | 29 |
| | Athanasius, <i>Defense of the Nicene Definition</i> | 500 | 16 |
| | Augustine, <i>On Nature and Grace</i> | 750 | 28 |
| | Augustine, <i>On Grace and Free Will</i> | 600 | 21 |
| | Cairns, <i>Christianity Through the Centuries</i> , pp. 112-201 | 0 | 25 |
| | Total Points Possible for Report #2 | | 122 |
| (Report #3) To be announced in class | Report #3 Coversheet | Fill out | 3 |
| | Rule of St. Benedict | 600 | 21 |
| | Anselm, <i>Cur Deus Homo?</i> | 750 | 33 |
| | Aquinas, <i>Summa Theologica</i> 1.1, Sacred Doctrine | 150 | 6 |
| | Aquinas, <i>Summa Theologica</i> 1.2, Existence of God | 150 | 3 |
| | Cairns, <i>Christianity Through the Centuries</i> , pp. 202-263 | 0 | 17 |
| | Total Points Possible for Report #3 | | 83 |

D. Final Exam

1. There will be a final examination, administered at the last class of the semester.

²For selections that do not require a written summary (e.g., Cairns), simply indicate the percentage of the assigned selection that you actually read by the due date.

2. The final exam will be objective and will cover major issues discussed throughout the course. Thus, you will be able to do well on this exam only if you have attended class faithfully.
3. Toward the end of the semester I will provide a list of study questions to aid in your preparation for the exam.

VI. IMPORTANT CLASS POLICIES:

A. Attendance

1. Regular attendance of class lectures is required. I will take roll. Excessive cuts can result in a lowering of the final grade.
2. Per University policy, if you miss more than 20% of the class sessions for a course you will not be able to receive credit for the course.
3. *For the Patristic & Medieval course this summer, which meets 11 times, you may miss **up to but no more than 2.5 class sessions** and still receive credit for the course. If other commitments prohibit you from meeting this requirement then you should drop the course and take it when you are able to attend.*

B. Submission of written assignments (i.e., reading reports)

1. All written assignments must be turned in as hard copy printouts, in class. *I do not accept assignments submitted by e-mail.* Assignments submitted by e-mail will be rejected and you will need to turn in your assignment in hard copy, which will then be marked late.
2. Do not turn assignments in early. Turn them in on the day they are due.
3. Assignments not submitted by the due date will be marked down in accordance with the late policy (below).

C. Quizzes

1. If you must miss class for a legitimate reason (to be cleared by me) I will allow you to make up the quiz that you missed. Quizzes may only be made up at a subsequent class session, during the break.
2. Because the quizzes are Scantron scored it is critical that you bubble in your student ID in order for the computer to score these properly. Failure to bubble in your ID will result in my having to manually score your quiz. *I will deduct 1 point from every quiz that I must manually score. There are no exceptions to this so please don't ask!*
3. Note that when you bubble in your ID you must fill it out with *all 10 digits*, beginning with the "zeros" at the start of your number. If you have any questions about this please ask me *before* turning in your Scantron for scoring.

D. Late policy

1. I will accept assignments turned in late.
2. If you believe that you have a legitimate reason for the assignment being late you should contact me so we can discuss this. However, if there is not a legitimate reason for the assignment being late then it will be marked down.
3. The amount late assignments are marked down is as follows:
 - a. 1-7 days late: 5% reduction
 - b. 8-14 days late: 15% reduction
 - c. 15-21 days late: 30% reduction
 - d. Over 21 days late: Will not accept for any credit
4. Important note: I cannot accept any assignments later than 3 days before final grades are due. So that supersedes any considerations in the point above.

E. Posting of grades on my web page

1. I shall assign each of you a fake “on-line name” so that you can compare your scores with what is listed in my roll book (Excel spreadsheet). Once scores are posted I encourage you to check these to make certain there are no inadvertent errors.
2. These will be posted on my web page at <http://faculty.biola.edu/alang>.
3. If you note anything that looks like it may be in error please contact me via e-mail (alan.gomes@biola.edu).

F. Disability accommodations

Students desiring accommodations on the basis of physical learning, or emotional disability are to contact Disability Services. The Office of Disability Services is located in the Student Services Building across from the gym and can be reached by calling (562) 944-0351, extension 5851.

- G. Plagiarism: Talbot School of Theology sees any form of plagiarism as a serious problem with serious consequences. Please refer to the academic integrity statement and article on plagiarism in the Talbot Graduate Student Handbook.

VII. GRADING:

- A. Percentage cut-offs for each grade level are calculated according to the Talbot grading scale. These are shown on my web site.
- B. Grading Standards for Written Work: Whereas Talbot School of Theology desires to

maintain the highest standards with respect to the composition of all written work, any student paper exhibiting poor grammar, spelling errors, typographical errors, or other substandard academic expression shall have the overall grade for that paper reduced accordingly. Generally, a paper will be deemed substandard and ineligible to receive an “A” grade when it averages three or more compositional errors per page.

Moreover, at the discretion of the professor, the substandard paper may be returned to the student for correction and resubmission with appropriate grade penalties.

Graduate papers are expected to demonstrate a higher level of academic expression than undergraduate papers. Students deficient in writing skills may seek assistance at the Biola Writing Center.

- C. Plagiarism: Talbot School of Theology sees any form of plagiarism as a serious problem with serious consequences. Please refer to the academic integrity statement and article on plagiarism in the Talbot Graduate Student Handbook.
- D. Disability Requirement: Students desiring accommodations for your class on the basis of physical learning, or emotional disability are to contact The Learning Center. The Office of The Learning Center is located in the Student Services Building across from the gym and can be reached by calling (562) 944-0351, extension 5851.
- E. The “weight” for each element mentioned above is as follows:

| | |
|---------------------------------|-----|
| Combined Quiz Scores | 37% |
| Final Exam | 37% |
| Completion of assigned readings | 26% |

Total: 100%