

# HISTORICAL THEOLOGY SURVEY

## COURSE DESCRIPTION

THT 514

Talbot School of Theology

Spring 2017

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

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I. **COURSE DESCRIPTION:** "History of the church from the Apostolic Fathers to the modern era with an emphasis on the development of doctrine. Highlights key thinkers in the patristic, medieval, Reformation and modern eras. Required for M.A. (BE, OT, NT, TH, BTS), others by departmental permission."<sup>1</sup>

### 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 modern era.
- 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 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 give you an appreciation for the struggles and labors of the many great saints of God who have gone before us in establishing and defending orthodoxy.

### III. TEXTBOOKS:

- A. Required (i.e., these must be purchased by the student)
  1. Cairns, Earle. *Christianity Through the Centuries*. Zondervan, 1996. 3<sup>rd</sup> edition. ISBN 0-310-20812-2.
  2. Wingren, Gustav. *Luther on Vocation*. Eugene: Wipf and Stock, 2004. ISBN 1-59244-561-6.
  3. Gomes, Alan W. *Syllabus for Historical Theology Survey*. 2 vols. Available for download at <http://www.alangomes.com>.
- B. Recommended (helpful but you do not have to buy)
  1. Peterson, Susan Lynn. *Timeline Charts of the Western Church*. Grand Rapids: Zondervan, 1999. ISBN 0-310-22353-9.
  2. Muller, Richard A. *Dictionary of Greek and Latin Theological Terms*. Baker, 1985. ISBN 0801020646.

### IV. COURSE STRUCTURE: AN OVERVIEW

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<sup>1</sup>Biola University Catalog.

- A. *Course Syllabus:* The syllabus for Historical Theology Survey covers the Patristic, Medieval, Reformation, and Modern periods. The syllabus highlights the **theological development** of key individuals and movements. Throughout the syllabus the emphasis 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.

Volume 1 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. Volume 2 of the syllabus, the Reformation and Modern portion, emphasizes the key continental Reformers, including Luther, Zwingli, and Calvin. The rise of the Protestant scholasticism, the Enlightenment, and pietistic movements are also covered.

- B. *Quizzes:* You will study carefully the portion of the syllabus assigned for that week. You will be quizzed on the material according to the "Syllabus Schedule/Quiz Chart" (below).
- C. *Lecture portion of the class time:* The lectures (mini-lectures, really) 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 conjunction with these readings, you will write two reading reports, summarizing the main points of what you have read. (See below for a discussion of the reading reports.)

3. Gustav Wingren's *Luther on Vocation:*

This text, and the written assignment connected with it, is the key spiritual formation component of this course. This text is designed to stimulate your thinking and to promote deep reflection on the key Reformation doctrine of justification by faith alone and its implications for one's practical Christian experience in terms of the varied callings that God places in our lives.

- 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. Quizzes

1. You will take quizzes as specified in the "Syllabus Schedule/Quiz Chart" (below). A total of 13 quizzes will be given during the course.
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. Each quiz consists of 20 objective questions. You will mark your answers on the Scantron form provided in class.
5. I will drop your lowest quiz score. Thus, your overall quiz grade will be computed on the basis of your 12 highest quizzes.
6. Failure to take a quiz will result in a "0" for that quiz.
7. You may wish to keep track of your quiz scores using the chart 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													

8. Use the Syllabus Schedule/Quiz Chart below to determine what material you are to study for each class session:

## Syllabus Schedule/Quiz Chart

Quiz #	Date	Syllabus Topic	Syllabus Pages Due
	1/31	Introduce course; Prolegomena	
1	2/7	Jewish Christianity; Apostolic Fathers; Christianity & Classical Culture; The Apologists; Gnosticism (up to but not including Marcion)	1:23-44
2	2/14	Marcion; Anti-Gnostic Fathers; Monarchianism; Ante-Nicene Theology in the East (Clement, Origen); the West in the 3rd century.	1:44-63
3	2/21	Arianism; the Nicene Creed; Semi-Arian party; history after Nicea; final victory over the Arians; Cappadocian Fathers; Council of Constantinople, 381; Christological debates leading to Chalcedon; Alexandrian & Antiochene Christologies (up to but not including the Apollinarian controversy).	1:64-92

Quiz #	Date	Syllabus Topic	Syllabus Pages Due
4	2/28	Apollinarianism and Nestorianism; Eutychianism; Chalcedon 451; Christology after Chalcedon	1:92-112
5	3/7	Augustine; Semi-Pelagian Controversies; Foundations of Medieval Thought; Boethius & Cassiodorus	1:113-138
	3/14	Missions Conference. Class does not meet. (Note: Although this is a Tuesday class, which normally <i>does</i> meet during the week of Missions Conference, I have still chosen not to meet during this week. Because this is a once a week block class we will still meet the required 15 sessions during the semester.)	
6	3/21	Gregory the Great; Anselm; Abelard	1:138-153
7	3/28	Thomas Aquinas; Circumstances Leading to the Reformation	1:154-160; 2:11-14
8	4/4	Martin Luther	2:15-37
9	4/11	Zwingli; Martin Bucer; Eucharistic debates; Confessional Theology in the Early Stages of the Reformation.	2:37-62
	4/18	Easter Break. Class does not meet.	
10	4/25	Melanchthon; Lutheran Controversies from the Death of Luther to the Formula of Concord. Calvin and the Codification of Reformed Theology (up to and including the subsection on Calvin's Christology).	2:62-81
11	5/2	Calvin (continued); English Reformation; the Catholic Reaction and the Council of Trent.	2:81-114
12	5/9	Protestant Orthodoxy; Arminius and Arminianism; Calixtus and the Syncretistic Controversy; Decline of Protestant Scholasticism (up to and including the section on Pietism).	2:115-134
13	5/16	Continental rationalism; English Enlightenment; Conservative theology and spiritual awakening.	2:134-157
	5/23	Final exam	

## B. Collateral Reading

1. You are to complete the assigned reading for the course. In order to receive full 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://www.alangomes.com>).
3. Reading Reports
  - a. You will write 2 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) A summary of 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, Calvin opposes those who would deny the doctrine of predestination. He refutes their arguments, first of all, by pointing out..."

- (5) Write the summary as if you were telling a friend what the document is about. In doing so, you would highlight some of the main points with some specific illustrations. Do not simply string together a bunch of paraphrased, disconnected sentences from the document. Instead, give an overall description and summary of the document's content, as if you were answering the question of someone who came to you and asked, "What is that text about?"
- (6) Make certain that you write your summaries 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.
- (7) 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.
- (8) *You are not to consult any other sources in the writing of your summary.* Do not refer to any other materials, whether printed or on-line. Simply read the document as I have provided it and summarize the main arguments it contains.

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 full 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 <sup>2</sup>	Points
(Report #1)  3/21	Report #1 Coversheet	Fill out	3
	Read either: (1) Athanasius, <i>On the Incarnation of the Word</i> <b>OR</b> (2) Anselm, <i>Cur Deus Homo?</i> (Read one or the other; your pick.)	650	30
	Augustine, <i>On Grace and Free Will</i>	500	21
	Aquinas, <i>Summa Theologica</i> 1.1, <i>Sacred Doctrine</i>	100	6
	Cairns, <i>Christianity Through the Centuries</i> , pp. 39-263.	0	50
	Total Points Possible for Report #1		<b>110</b>
(Report #2)  4/25	Report #2 Coversheet	Fill out	3
	Luther, <i>On Christian Liberty</i>	450	19
	Luther, <i>Table Talk on Justification</i>	100	5
	Augsburg Confession (selected portions)	0	2
	Calvin on Predestination ( <i>Institutes</i> )	650	32
	Westminster Confession on Scripture	0	1
	Westminster Confession on Justification	0	1
	Cairns, <i>Christianity Through the Centuries</i> , pp. 267-525.	0	50
	Total Points Possible for Report #2		<b>113</b>

### C. Collateral Reading and Spiritual Formation Assignment: Luther on Vocation

1. You are to read Gustav Wingren’s *Luther on Vocation* and write a 1,500-word reflection paper on this.
2. This paper is due at the last class session of the semester (i.e., on the day of the final).
3. At the top of your paper indicate what percentage of Wingren’s book that you actually read by the paper’s due date.
4. Divide your paper into two sections: Historical and Practical Applications.
  - a. Historical Section (900 words)

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<sup>2</sup>For selections that do not require a written summary (e.g., Cairns), simply indicate the percentage of the assigned selection that you actually read.

- (1) What is the Christian's "vocation" or "calling," according to Luther?
  - (2) How does the doctrine of justification by faith alone relate to his doctrine of vocation?
  - (3) How is Luther's view of vocation at odds with the prevailing Roman Catholic opinion of his day?
  - (4) How does Luther's doctrine of vocation relate to the role of works in the Christian life?
  - (5) What are the key Scriptures to which Luther appeals in defense of his position?
- b. Practical Applications Section (600 words)
- (1) Has your idea of "vocation" or "calling" been challenged or modified as a result of what you have read?
  - (2) What do you believe is/are your calling(s) in life? How do you know?
  - (3) Drawing upon Luther's insights, discuss the ways in which you may more effectively fulfill your calling(s).
  - (4) Discuss briefly how the Lord has worked to sanctify you in and through your calling(s).
- D. Final Exam
1. You will take a final exam covering the issues discussed in class. This exam is based solely on what we discussed in class.
  2. You will be given study questions toward the end of the semester to help you prepare for this exam.
  3. The exam date is the last class session of the semester, as shown in the Syllabus Schedule/Quiz Chart.

## 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. If you miss more than 20% of the class sessions for a course you may receive a reduction in your final course grade, up to and including a failure to receive credit for the course, at the discretion of the instructor.
3. For the HT Survey course that meets 15 times during the regular semester, you may miss up to but no more than 3 class sessions without penalty.
4. A tardy counts as half of a class absence. (While this may seem excessively punitive, realize that tardies are often disruptive to the entire class.)
5. If other commitments prohibit you from meeting the attendance requirement as outlined above, then you should drop the course and take it when you are able to attend.
6. If you need to miss a class, there is no need to contact me or clear it in advance or afterward. In fact, please do not do so. Just bear in mind the absence policy as stated above.

### 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. 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. Any quizzes that are not made up by the last day of class will receive a "0," as noted earlier.
3. 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.
4. 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://www.alangomes.com>.
3. If you note anything that looks like it may be in error please contact me via e-mail ([alan.gomes@biola.edu](mailto:alan.gomes@biola.edu)).

F. Disability accommodations

Students desiring accommodations for this class on the basis of physical, learning, psychological, or emotional disability are to contact The Learning Center, which houses both learning assistance and disability services. The Learning Center is located in the Biola Library, upper level, Room U-137, and the office can be reached by calling 562.906.4542 or x4542 when on campus.



- 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.
- H. Laptops and PDAs - Personal laptop computers and PDAs (personal digital assistants) may be used in Talbot class sessions for note purposes only. Other laptop/PDA uses, including personal email, is strongly discouraged during class time. Laptops and PDAs must be off, and put away, during all exams (except with the clear and expressed permission of the instructor). Students with laptops or PDAs on during an exam will receive a failing grade for the exam.
- I. Cell Phones - Cell phones (pagers; PDAs used for communications purposes) must be turned to silent mode when entering the classroom. Take special care to attend to this. It is the expectation of the Talbot faculty that students will not take calls in the classroom, and will not exit the room during class to take calls, except in the case of emergencies. Cell phones must be off, and put away, during all exams (except with the clear and expressed special permission of the instructor). Students with cell phones on during an exam will receive a failing grade for the exam.
- J. Electronic Dictionaries - Electronic dictionaries are not allowed during exams. Students who anticipate the need of a dictionary during an examination should bring a print dictionary to the exam, and check it in through the professor or exam proctor.

## VII. GRADING:

- A. Percentage cut-offs for each grade level are given in the Talbot Student Handbook, pp. 17-18. Fractions of a percentage .5 or above are rounded up to the next percentage, while fractions .4 and below are rounded down.
- 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. The "weight" for each element mentioned above is as follows:

Combined Quiz Scores .....	35%
Final Exam .....	30%
Completion of Two Reading Reports .....	20%
Vocation paper .....	15%