

COURSE SYLLABUS

CH501: The Ancient Church

Course Lecturer: Richard C. Gamble, ThD

About This Course



This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans' Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans' Council as highly recognized scholars in their particular fields of study.

Course Description

We are indebted to the Church Fathers for the lasting influence of their lives and their works. This course covers the history of the ancient church (Pentecost to AD 500) and the men and writings of that era. Following a historical progression, the course covers the development of doctrine and the main figures in the Patristic Age. Lectures focus on influential men like Irenaeus, Origen, Chrysostom, Athanasius, and Augustine. Significant creeds are also analyzed for their intentions, influence, and correctness. Throughout the course, students are prompted to evaluate their own beliefs as compared to historical orthodoxy.

Course Objectives

Upon completion of the course, the student should be able to do the following:

- Understand the historical development of doctrine and how we came to believe what we do today.
- Know the creeds of the church and how they came to exist.
- Understand the theological mistakes of the past so as to prevent those errors from happening today.
- Understand the history of interpretation of the Scriptures.
- Appreciate the roots of today's church.
- Appreciate the relation between church and state.
- Understand church government and its different shapes.

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

Course Lecturer



Richard C. Gamble, ThD

Education:

- Universitat Basel, Switzerland, ThD
- Pittsburgh Theological Seminary, MA
- Westminster College, BA

Teaching Career:

- Professor of Systematic Theology, Reformed Presbyterian Theological Seminary
- Professor, Reformed Theological Seminary (1997-2005)
- Professor of Historical Theology and Director of the Henry Meeter Center for Calvin Studies, Calvin Theological Seminary (1987-1997)
- Professor, Westminster Theological Seminary (1981-1987)
- Scholar in residence, Great Lakes Gulf Presbytery, RPCNA
- Guest lecturer in Church History at the Freie Evangelisch-Theologische Akademien in Riehen, Switzerland (1977-1980)

Other Career Highlights:

- Ordained in the Orthodox Presbyterian Church
- Senior Pastor, Teaching Elder, Associate Pastor, and church planter for churches in Michigan, Pennsylvania, and Florida
- President of Calvin Studies Society
- Member of the Editorial Board of *The Peter Martyr Library*
- Internationally recognized Calvin scholar; in July 2009 was a special lecturer for the Calvin500 celebration in Geneva, Switzerland

Publications:

- Editor or author of more than 75 publications, including *The Whole Counsel of God* (his multi-volume systematic theology), *Calvin's Old Testament Commentaries*, *A Handbook for Calvin's Institutes*, and *Calvin and the Church*.

Online Professor

If you are taking this course for credit, CUGN will assign one of its faculty members as the online professor for this course. This professor will contact you upon enrollment in the course and will guide your study. Your online professor will be available to you by email and, at set times, by chat room or other real-time technology. Your online professor will do the following in order to stimulate student involvement and facilitate effective learning:

- Evaluate and assign grades to all coursework.
- Provide assistance with technological problems that may occur.
- Answer questions that may arise.
- Issue your final grades.

Course Texts

Required:

Kelly, J.N.D. *Early Christian Doctrines*. 5th edition. London: Continuum International Publishing Group, 2000.

Wiles-Santer. *Documents in Early Christian Thought*. Cambridge, England: Cambridge University Press, 1977.

NOTE: At the time of the Final Examination, each student will be asked to indicate what percentage of the required textbooks he / she has read.

Recommended Reading:

Chadwick, H. *The Early Church*. Revised ed. London: Penguin Books, 1993.

Collateral Reading:

NOTE: The student should read a minimum of **1000 pages** from the following selection of books on the ancient church.

Altaner-Stuiber. Tr. H. C. Graef. *Patrology*. Freiburg: Herder, 1960.

Armstrong, A.H. *The Cambridge History of Later Greek and Early Medieval Philosophy*. London: Cambridge University Press, 1970.

Boer, Harry P. *A Short History of the Early Church*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1976.

Brown, P. *Augustine of Hippo*. London: Faber, 2000.

Chadwick, H. *The Early Church*. Revised ed. London: Penguin Books, 1993.

Copleston, F. *A History of Philosophy*, Vol 1. Reprint ed. New York: Doubleday, 1993.

Davies, J. G. *The Early Christian Church*. Grand Rapids: Baker Book House, 1980.

Danielou, Jean. *A History of Early Christian Doctrine*, 3 vols. Philadelphia: Westminster, John Knox, 1977.

Frend, W. H. C. *Martyrdom and Persecution in the Early Church*. Oxford: Basil Blackwell, 1965; reprint. ed. 1981.

Homes, Dudden F. *Saint Ambrose*, 2 vols. Oxford: Oxford University Press, 1935.

Kelly, J.N.D. *Early Christian Doctrines*. 5th edition. London: Continuum International Publishing Group, 2000.

Kidd, B. J. *A History of the Church to A.D. 461*. 3 vols. New York: AMC Press, 1976.

Latourette, Kenneth S. *A History of the Expansion of Christianity*, Vol. 1. New York: Harper & Brothers, 1937-45.

Lietzmann, H. *A History of the Early Church*. Vol. 1 and 2. Cambridge: James Clarke Company, 1993.

Pollard, T.E. *Johannine Christology and the Early Church*. New York: Cambridge University Press, 2005.

Prestige, G. L. *God in Patristic Thought*. London: Cambridge University Press, 1970.

Quasten, J. *Patrology*, 4 vols. Allen, TX: Christian Classics, 1983.

Schaff, Philip, ed. *A Select Library of the Nicene and Post-Nicene Fathers of the Christian Church*. 14 vols. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1956, reprint ed. 1988.

_____. *History of the Christian Church*. 3rd edition. Vols. 1-3. Peabody, MA: Hendrickson, 1996.

Vander Meer, F. *Augustine the Bishop*. trans. Lamb Battershaw. London: Sheed and Ward, 1961.

Warfield, Benjamin B. "Augustine," *Calvin and Augustine*. Grand Rapids: Baker, 1990.

Wiles-Santer. *Documents in Early Christian Thought*. Cambridge: Cambridge University Press, 1977.

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

Academic Honesty

At CUGN, we believe all we do is "as unto the Lord" and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

Plagiarism: If a student's work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar's Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be listened to and/or read throughout the lessons of the course.

- **Audio-based teaching**

The primary course content will be delivered via audio lectures, including the full transcript of each lecture.

- **Readings**

Reading from the required textbook(s) is assigned in this syllabus.

Mentor Relationship

Students are required to seek out a mentor with whom they can discuss the spiritual impact of the course on their life. The goal of this process is to facilitate the student's growth through interaction with a mature believer.

Spiritual Formation Project

Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection through the course's Spiritual Formation Project.

Course Requirements

1. **Time:** The student is required to spend a minimum of 120 hours in this course. All course requirements must be completed within 6 months of enrolling in the course.

2. **Recorded Lectures:** The student is required to listen to all 24 audio lectures recorded by Dr. Richard C. Gamble.

3. **Required Reading:** The student must complete all of the required readings.

Note: The student should complete the readings assigned in conjunction with a particular lecture before listening to that lecture.

The student must complete at least 1000 pages of reading outside of the assigned required and recommended textbooks. These can be taken from the texts listed under Collateral Reading. The student must report the title of the book, author, publisher, date of publication, and the pages read.

4. **Study Questions:** The student is required to make careful use of the Study Guide prepared by Dr. Gamble and must turn in typed answers to the questions, both in the Study Guide as well as those in this Programmed Syllabus, to the instructor or supervisor.

5. **Research Paper:** The student must complete a written project. This paper may be a traditional research paper or an examination of a particular area of interest in the ancient church and its bearing for today.

a. Examples of the former would be:

1. "The Development of the Papacy in the Church,"
2. "Persecution in the Ancient Church,"
3. "How Philosophical Views Impacted Doctrine,"
4. "Social Implications of Christianity Having Become the State Religion."

Such a paper must be at least **twenty pages** in length. It must be typed and double-spaced, and it must contain appropriate bibliographical notations.

b. Examples of the latter would be:

1. an examination of baptismal practices then and how that affects us today,
2. an examination of church discipline then drawing implications for today,
3. modern reflections on Chalcedonian doctrine, i.e., is it coherent?
4. worship in the church then and now.

The report on such a project must be at least **twenty pages** in length. It must be typed and double-spaced, and it must contain appropriate bibliographical notations.

c. In either of the above written projects, the student's paper must be typed following the latest edition of K.L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. Submit one copy to the instructor and keep a carbon or photocopy for reference.

6. Spiritual Formation Project

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

A. Personal Reflection and Evaluation: Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

- i. Follow these steps in your reflection:
 - Step 1: What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?
 - Step 2: What portion(s) of the course brought this theme/principle/concept to light?
 - Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?
 - Step 4: How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?
- ii. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)
- iii. Give a copy of this reflection to your mentor (see #2).

B. Community Reflection and Interaction: Interview a mentor – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

- i. Who should you interview? (1-3 are required; 4-6 are recommended)
 1. Someone with whom you have a reasonably close relationship.
 2. Someone who is a mature Christian ministry leader (i.e. a pastor).
 3. Someone who is not your grader or a family member.
 4. Someone who values the spiritual formation process.
 5. Someone who is familiar with and values the subject of the course.

6. Someone who has experience using the content of the course in ministry.

NOTE: Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

- ii. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
 - What feedback can your mentor give in response to your essay?
 - In light of the course content, are the conclusions you made appropriate? Why or why not?
 - What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

NOTE: Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

C. Synthesis and Application: Draw your final conclusions – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- i. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- ii. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
 - What were the mentor’s comments regarding your essay?
 - What advice did he/she give?
 - How did his/her comments expand or correct your application of the course?
 - Include the person’s name, occupation, and the length of the interview.
- iii. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
 - If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
 - Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
 - In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

NOTE TO STUDENTS: Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full

points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

- 7. Examinations:** The student will be required to take a one-hour Midterm examination and a two-hour Final examination.

Course Grading

Your grade for the course will be determined as follows:

Study Questions	15% of Course Grade
Research Paper	25% of Course Grade
Midterm Examination	20% of Course Grade
Spiritual Formation Project	15% of Course Grade
Final Examination	25% of Course Grade
Total	100%

NOTE: The student must turn in, with his/her written project, a document on which is typed a pledge that ALL required readings and 1000 pages of recommended and collateral readings have been completed. Failure to turn in such a statement will result in the lowering of the final grade by one letter.

Grades will be issued within two weeks of the end of the course.

Student Name: _____ Course: _____ Interview Date/Time: _____

Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student's CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the "Spiritual Formation Project." This assignment involves two parts: an essay and an interview:

The ESSAY: After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

The INTERVIEW: After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student's growth through interaction with a mature believer.

NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her "Personal Reflection and Evaluation" and prepare to discuss the following:
 1. What feedback can you give the student in response to his/her essay?
 2. Are the student's conclusions from the course appropriate? Why or why not?
 3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – *a valuable process for all who wish to grow in Christ.*

NOTE: If the student's school makes any changes to this assignment, their requirements should replace those described here.

Lesson Assignments

Lesson 1: Why Study Church History?

Required Reading: J.N.D. Kelly, chapters 1, 2

Recommended Reading: H. Chadwick, chapters 1, 2

1. Listen to Lecture #1 and read Kelly.
2. In what ways do we see the roots of today's church in the study of the ancient church?
3. How did Philo Judaeus view the Bible? What was his method of interpretation and how did it affect his theology?
4. What were the rules governing the use of the allegorical method of interpretation?
5. How did Judaism affect the early church?
6. What was Gnosticism and what were its main teachings?

Lesson 2: The Apostolic Fathers

Required Reading: J.N.D. Kelly, chapter 3

Recommended Reading: H. Chadwick, chapters 3, 4 (74-79)

1. Listen to Lecture #2 and read Kelly.
2. What was the time frame in the ancient church for the Apostolic Fathers and the Apologists?
3. Who was Ignatius of Antioch? What was the significance of his fourth letter? What was his theological contribution?
4. What part did the heresies of Marcion and Montanus play in the formation of the Canon in the early church?
5. What are some of the reasons why the Apologists wrote?

Lesson 3: The Apologists

Required Reading: J.N.D. Kelly, chapter 4

Recommended Reading: H. Chadwick, chapter 7

1. Listen to Lecture #3 and read Kelly.
2. Name three Apologists and their contributions.

3. Outline the main features of the theology of Justin Martyr.

Lesson 4: Irenaeus of Lyons

Required Reading: J.N.D. Kelly, chapter 5 (pp. 109-126 only)
Wiles-Santer, #'s 10, 26, 27, 36, 38, 48, 49

Recommended Reading: H. Chadwick, chapters 4 (pp. 80-83) and 5

1. Listen to Lecture #4 and read Kelly and Wiles-Santer.
2. Explain the significance of Irenaeus of Lyons by detailing his theory of recapitulation and his exegetical method.
3. Explain the teachings of Adoptionism, Modalism, and Sabellianism.
4. Detail the contents of three selections from Wiles-Santer.

Lesson 5: Western Writers of the Third Century

Required Reading: J.N.D. Kelly, chapter 6
Wiles-Santer, #'s 1, 32, 43, 44, 45

Recommended Reading: H. Chadwick, chapter 6 (pp. 94-100)

1. Listen to Lecture #5 and read Kelly and Wiles-Santer.
2. What was the difference between Clement of Alexander and the Orthodoxists?
3. What was the Novatian Schism about and how did it occur?
4. What were the main characteristics of Docetic and Gnostic Christologies?
5. What were the features of the Christologies of Hippolytus and Tertullian?

Lesson 6: Origen

Required Reading: J.N.D. Kelly, chapter 7 and 5 (pp. 126-138)
Wiles-Santer, #'s 2, 6, 17, 21, 28, 50

Recommended Reading: H. Chadwick, chapters 6 (pp. 100-113), 13

1. Listen to Lecture #6 and read Kelly and Wiles-Santer.
2. What was Origen's view of the Trinity and how was it affected by Platonic philosophy?
3. According to Origen, as written in his First Principles (refer here to Wiles-Santer, pp. 140-141),

what is the right way to read and grasp the meaning of Scripture?

4. What was Origen's doctrine of man?
5. What were the purposes for which the Apostles' Creed was used?

Lesson 7: The Nicene Age (AD 325-381)

Required Reading: J.N.D. Kelly, chapter 9
Wiles-Santer, #'s 7, 11, 12, 19, 51

Recommended Reading: H. Chadwick, chapter 8

1. Listen to Lecture #7 and read Kelly and Wiles-Santer.
2. Arianism is a heresy. What were the roots of Arian belief?
3. Who was Eusebius of Caesarea and what did he teach?
4. What was the main theological issue at stake in the controversy between Arius and Athanasius?
5. What was the line of reasoning followed by Athanasius to prove the divinity of the Holy Spirit?

Lesson 8: Arianism and the Nicene Creed

Required Reading: J.N.D. Kelly, chapter 10
Wiles-Santer, #'s 18, 39

Recommended Reading: H. Chadwick, chapter 9

1. Listen to Lecture #8 and read Kelly.
2. How did Nicaea resolve the Arian heresy? What significance did that have for the Church?
3. In chapter 10 of Kelly, he speaks of "the return to the homoeousian." What is he referring to there?
4. What were the writings of Athanasius? What did they contain?
5. What was Athanasius' contribution to the discussion of the homoeousian of the Holy Spirit?

Lesson 9: Period Between the Councils

Required Reading: J.N.D. Kelly, chapter 11

Recommended Reading: H. Chadwick, chapters 10 and 11

1. Listen to Lecture #9 and read Kelly.

2. Who were the Quartodecimians? What was their distinctive belief? How did Nicaea respond? Why?
3. What prompted the Twenty Canons? What were some of them?
4. What was Apollinarianism?
5. What were the main objections raised against Apollinarianism?

Lesson 10: The Council and Creed of Constantinople

Required Reading: J.N.D. Kelly, chapter 12
J.N.D. Kelly, “Early Christian Creeds,” pp. 296-331

Recommended Reading: H. Chadwick, chapter 12

1. Listen to Lecture #10 and read Kelly.
2. What was Nestorianism?
3. What was Eutychianism?
4. Based on your reading of Kelly’s “Early Christian Creeds,” write an essay of 250 words in length on the history of the text of Constantinople. Focus on whether or not it is based on the Nicene Creed.
5. List a chronology of the significant dates in the period between the Councils and why they were important.

Lesson 11: The Cappadocian Fathers

Required Reading: J.N.D. Kelly, chapter 13 (only pp. 344-357 and pp. 258-269)
Wiles-Santer, #’s 3, 4, 8, 22, 40, 46, 56

1. Listen to Lecture #11 and read Kelly and Wiles-Santer.
2. What did it mean for the Cappadocians to say, “There is unity within the Trinity”?
3. What was the Cappadocians’ description of the nature of the Holy Spirit?
4. What were the three views concerning the origin of man’s soul?
5. What was Athanasius’ view of the fall of man? (Include his view of man before and after the fall).

Lesson 12: Ambrose and Victorinus

Required Reading: J.N.D. Kelly, chapter 13 (pp. 357-372)

1. Listen to Lecture #12.
2. What was Ambrose's doctrine of salvation?
3. What was Ambrose's doctrine of the church?
4. What was Pelagius' doctrine of man?
5. What was Augustine's doctrine of man?

Lesson 13: John Chrysostom

Required Reading: J.N.D. Kelly, chapter 14 (pp. 375-390; 395-400)
Wiles-Santer, #'s 24, 41, 47, 55

Recommended Reading: H. Chadwick, chapter 14

1. Listen to Lecture #13 and read Kelly and Wiles-Santer.
2. What was the theology of John Chrysostom (i.e., his doctrines of original sin, salvation, and Christ)?
3. What was Chrysostom's view of Scripture?
4. What was the exegetical method of Chrysostom and its contribution to theology?
5. Write a 250 word essay on Chrysostom's essay on I Corinthians 9:1-3. How does this reflect his exegetical school vs. allegorical and literal?

Lesson 14: The Antiochene Exegesis

Required Reading: Wiles-Santer, #'s 13, 30

1. Listen to Lecture #14 and read Wiles-Santer.
2. Who was Diodore of Tarsus and what was his significance?
3. Who was Theodore of Mopsuestia and what was his contribution to the church?
4. Write a 500 word essay on Galatians 4:24 as treated by Theodore and demonstrate how it reflects his exegetical method.

Lesson 15: Augustine of Hippo

Required Reading: J.N.D. Kelly, chapter 15 (pp. 412-417) chapter 14 (pp. 390-395)
Wiles-Santer, #'s 5, 9, 20, 23, 25, 31, 33, 42, 52, 53, 57, 58

Recommended Reading: H. Chadwick, chapter 15

1. Listen to Lecture #15 and read Kelly and Wiles-Santer.
2. What is Augustine's doctrine of the church?
3. What was Augustine's doctrine of the saving work of Christ?
4. What are Augustine's four analogies of the Trinity? Explain and detail them. Be sure to include why Augustine thought them inadequate.
5. What was Augustine's contribution to Trinitarian thought? How did it differ from Origen and the Cappadocians?

Lesson 16: The Church: Hierarchy and Discipline

Required Reading: J.N.D. Kelly, chapter 8 (pp. 189-193; 200-207)
Wiles-Santer, #'s 32, 48, 49, 50

Recommended Reading: H. Chadwick, chapter 16

1. Listen to Lecture #16 and read Kelly and Wiles-Santer.
2. Trace the development of the papacy from Clement to Gregory the Great.
3. What were the Scriptural, ecclesiastical, and political reasons for the rise of the papacy?
4. Do independent research on the rise of the papacy from a Roman Catholic perspective. Write a 750 word essay on their position. Compare and contrast the reasoning.

Lesson 17: The Church: Relations with the State

Required Reading: J.N.D. Kelly, chapter 15 (pp. 401-412, 417-422)

1. Listen to Lecture #17 and read Kelly.
2. What was the position of the Eastern Church (in the 4th and 5th centuries) regarding the primacy of the Pope?
3. What was the ecclesiology of the East?
4. How did the Emperor's relations with the church affect life after Constantine? List some of the effects.
5. How does the relationship of Church/State then compare (contrast) with that of today? List positives and negatives.

Lesson 18: The Council of Chalcedon

Required Reading: J.N.D. Kelly, chapter 14 (pp. 375-390; 395-399)

Recommended Reading: H. Chadwick, chapter 17

1. Listen to Lecture #18 and read Kelly.
2. What were the two conflicting schools of thought at this time? How were they affected by their respective methods of interpretation? What was the respective theological result?
3. What two theologians shaped this era? What were their respective theologies? What were the main issues resulting from their conflict?
4. What were the three theories that dominated Patristic thought regarding the saving work of Christ? (Detail each of them) Is there a unifying thought?

Lesson 19: The Council of Chalcedon

Required Reading: J.N.D. Kelly, chapter 17

1. Listen to Lecture #19 and read Kelly.
2. What happened at the Council of Ephesus (431)? What was important about it?
3. What was the “Robber Synod”? What was its importance?
4. What four important statements came out of Chalcedon?
5. What were some of Origen’s reflections on eschatology? How is this affected by his philosophical position?

Lesson 20: Social Life before AD 325

Required Reading: J.N.D. Kelly, chapter 8 (pp. 193-200; 207-216)

Recommended Reading: H. Chadwick, chapter 18

1. Listen to Lecture #20 and read Kelly.
2. Describe the manner and theology of baptism in the second century.
3. How did the manner and theology of baptism differ in the third century from the second?
4. Baptism is today a subject of debate in many circles. Who should be baptized (adults only or infants)? How should we baptize (sprinkle, pour, immerse)? How could a study of baptism in the ancient church help us in our discussion today? Write a 250 word essay on this topic (include a discussion of interpretation and exegetical matters in the ancient church).

5. We confess that we believe “one, holy, catholic, and apostolic church.” What did this mean for the ancient church.

Lecture 21: Decline of Discipline after the Nicene Age

Required Reading: J.N.D. Kelly, chapter 16 and chapter 8 (pp. 216-220)

1. Listen to Lecture #21 and read Kelly.
2. Describe the penance in the third century.
3. Describe penance in the fourth and fifth centuries. What prompted the development?
4. Write a 500 word essay tracing the development of the teaching of transubstantiation (the idea that at the altar there occurs a “resacrifice” of Christ by the priest so that the bread and wine are changed into the actual body and blood of Christ) in the church. Detail the development of thought without exhausting everyone’s theology.

Lesson 22: Social Life in the Church after Nicea

Required Reading: Reading for this lecture has been covered. However, review J.N.D. Kelly, chapter 12.

1. Listen to Lecture #22.
2. What were the main points that Chalcedon emphasized about the true incarnation of the Logos?
3. Detail and explain each of the remaining five main ideas of the Chalcedonian Creed (besides the first idea concerning the incarnation dealt with above).
4. What did the Council of Chalcedon actually accomplish? That is, did it exhaustively comprehend the mystery of the incarnation?
5. Theologically the issue at Chalcedon was the incarnation and how we understand it. What was at stake for our salvation in this issue?

Lesson 23: Monasticism in the Ancient Life

Required Reading: The reading for this lecture has been covered.

1. Listen to Lecture #23.
2. What was the relationship between the secularization of the church and the rise of monasticism?
3. What were the three types of monastic movements?
4. Who were the Benedictines and what were their characteristics?

5. Who were the Monothelites? What did they believe? Why did they come to exist?

Lesson 24: A Review of 500 years of Church History

Lecture #24 is a review of the material covered in the course.