

CHIS 505-118, Survey of Church History

MAP Min Spring, 2026

Dr. John W. Reeve, PhD

SYNOPSIS OF THE COURSE: a quick overview of Christian history.

CLASS & CONTACT INFORMATION

Class location: Canadian Union

Class meeting times: Feb 16–19,
Monday–Thursday, 8:00am–12:00pm & 1:30pm–6pm

Course Website: learninghub.andrews.edu

Instructor Telephone: 269-635-3404 cell

Instructor Email: jreeve@andrews.edu

BULLETIN DESCRIPTION OF COURSE

Early Church, Rise of the Papacy, Great Schism, Eastern Orthodoxy, Crusades, Medieval Church, Continental Reformation and Counter Reformation, English Reformation, English Puritanism, Enlightenment, Pietism, Methodism, American denominationalism, and recent developments. Does not apply toward the CHIS requirements for the MDiv program.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

MA in Pastoral Ministry (MAPMin) English & Spanish Program Outcomes

1. Demonstrate proper biblical interpretation skills and application of biblical teachings.
2. Apply ethical principles in the context of the Seventh-day Adventist ministry.
3. **Understand the historical-theological development of major SDA doctrines.**
4. Prepare and deliver effective expository and prophetic sermons.

(The full set of program learning outcomes for your degree program is listed in **Appendix #2.**)

The following **Course Learning Outcomes** (CLOs) contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. **Explain the origins and development of Christianity.**
2. **Become conversant with some major people influencing Christianity.**
3. **Experience some primary and secondary literature on Christian experience and doctrine.**
4. **Learn to appreciate yet critique our Christian forebears.**

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Topic	Assignment Due	CLOs Addressed
Feb 16 8am–12:00pm	Introduction & Overview; The Beginnings of Christianity; Persecution, Asceticism & Scriptural Interpretation	Reading, 80 hours: Do all you can before class, the entire assignment is due April 25. Due: Hard copy of reading and chapter questions so far	1,2,3,4
Feb 16 8am–12:00pm	Sabbath, Rise of the Papacy, Justinian, and Charlemagne		
Feb 16 1:30–6pm	Middle Platonism, Trinity and Christology		
Feb 17 8am–12:00pm	Great Schism, Eastern Orthodoxy, and Crusades		
Feb 17 1:30–4:00pm	Cluniac Reform, Investiture Controversy, Scholasticism: Anslem, Lombard, Aquinas, Ocham		
Feb 17 5-6pm	Midterm Essay Exam		1,2,4
Feb 18 8am–12:00pm	Continental Reformation		
Feb 18 1:30–6pm	English Reformation , Puritanism, and Counter Reformation		

Date	Topic	Assignment Due	CLOs Addressed
Feb 19 8am–12:00pm	Enlightenment, Pietism, Missionary Movements		
Feb 19 1:30–4:00pm	Methodism, American Denominations, and Recent Developments		
Feb 19 5-6pm	Final Essay Exam		2,4
April 30		Trinity Project Video Report & Becket Report DUE González, vol. 1 and 2: Chapter Questions DUE OR Olson & González: Chapter Questions DUE	1,2,3,4 1,2,3,4

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

COURSE MATERIALS

Required Course Materials

1. González, Justo L. *The Story of Christianity*. vol 1. HarperOne, 2010. (528 pp)
2. González, Justo L. *The Story of Christianity*. vol 2. HarperOne, 2010. (560 pp)

OR

1. Olson, Roger E. *The Story of Christian Theology*. InterVarsity Press, 1999. (652 pp)
2. González, Justo L. *A History of Christian Thought in One Volume*. Abindon, 2014. (368 pp)

For ISBN, availability, and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv or MAP Min)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student.

Students weak in these skills: 1) may require more time per class; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		Professional Masters' Programs
		3 Credits
Instructor Contact Hours	Face to Face Instructional Time	37 hrs
	Other Instructor-Directed Activities <ul style="list-style-type: none"> • Becket Option, movie or reading (3 hrs.) ▪ "Trinity Project" online (5 hrs.) 	8 hrs
Independent Learning Activities	Reading & Chapter Questions, González, <i>The Story of Christianity</i> vol 1 & 2. OR Reading & Chapter Questions, Olson, <i>The Story of Christian Thought</i> & González, <i>Church History in One Volume</i> .	80 hrs
	Note organization and test preparation	10 hrs
Total Hours:		135 hrs

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed: 15–20 pages/hour for light reading not to be tested

10–15 pages/hour for heavy reading for exams

Writing time: 2.5–3 hours/double spaced page, from start to finished product

Reflective Writing Assignment: 0.5 hour per page

An Online Assignment Load Calculator is available at: www.cte.rice.edu/workload/

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
<p>BEFORE THE CLASS :</p> <p>Read , as much as possible of the 80 hour reading and chapter assignment, Justo L. Gonzáles, <i>The Story of Christianity</i>, vol 1 and 2, 2010 edition.</p> <p>OR</p> <p>Roger E. Olson <i>The Story of Christian Theology</i> & Justo L. González, <i>A History of Christian Thought in One Volume</i>.</p> <p>Prepare for each chapter of both books an answer to the following three questions and bring a hard copy report of what you have completed so far to class.</p> <ul style="list-style-type: none"> ▪ What three things did I learn new from this chapter? ▪ What surprised me most from what I read in this chapter? ▪ What did I appreciate the most from what I read in this chapter? <p>(please keep your answers short, not more than 150 words per chapter.)</p>	(35%)
<p>DURING THE CLASS:</p> <p>There will be two single-question (1000 word) essay exams that will take one hour each. One on the early church on Tuesday, 5-6pm and one on the Reformation on Thursday, 5-6pm.</p> <ul style="list-style-type: none"> ▪ Midterm Exam ▪ Final Exam 	<p>30%</p> <p>30%</p>
<p>AFTER THE CLASS:</p> <ul style="list-style-type: none"> ▪ Trinity Project & Becket Report: Watch at least 5 hrs of the “Trinity Project” which can be found online at the SDA Theological Seminary Website. You may include the lectures on Trintiy and the Early Church by John W. Reeve as part of your watching. Fill out the attached report form (Appendix 3) and upload in LearningHub. ▪ Becket: Watch the movie “Becket” (1964 movie starring Richard Burton and Peter O’Toole). It is readily available online. 	5%

<p>OR</p> <p>Read pages 131–151, 162–173 of F. Donald Logan, <i>A History of the Church in the Middle Ages</i>, NY: Rutledge.</p> <p>Fill out the attached Becket Movie or Reading report (Appendix 3) and upload in LearningHub.</p> <p>▪ Finish the rest of the 80 hour reading and chapter questions assignment:</p> <p>Justo L. González, <i>The Story of Christianity</i>, vol 1 and 2, 2010 edition.</p> <p>OR</p> <p>Roger E. Olson <i>The Story of Christian Theology</i> & Justo L. González, <i>A History of Christian Thought in One Volume</i>.</p> <p>Upload the entire assignment to LearningHub.</p>	35%
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* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

(The AU Bulletin states that: “An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.” DGs are not an option for most types of courses.)

Submission of Assignments

Assignments are to be turned in on Learning Hub before the beginning of the class period at which they are due (unless otherwise announced).

Late Submission

Because student assignments are an essential part of class activities, assignments turned in after the time they are due may be docked up to 50% of possible points. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

Resubmission of Assignments

In order to facilitate maximum learning, students who receive a poor grade on the final project & presentation may resubmit the assignment one additional time. Resubmissions may be docked 20% of the original total possible score.

ABOUT YOUR INSTRUCTOR

John W. Reeve, PhD is Associate Professor of Church History and Director, PhD (Religion) and ThD Programs at the Seventh-day Adventist Theological Seminary at Andrews University. He teaches primarily early church, middle ages and reformation history. John is co-author of a book on *The Trinity*, and editor of the book *Women and Ordination* and the book *Salvation*. John also teaches Research Methods at the Seminary. John was editor of Andrews University Seminary Studies for 17 years. He is past-President of the Adventist Theological Society as well as the Adventist Society for Religious Studies. John's doctoral dissertation focused on the theological anthropology of Theophilus of Antioch and the shift in the understanding of the human soul and judgment in late second century Christianity. John has worked as youth pastor, camp director, and as a baker. He enjoys backpacking, rock climbing, canoeing, and bird watching, and occasionally visiting his daughter who is farming in Australia. John's wife, Teresa L. Reeve, PhD, is Associate Professor of New Testament Contexts, Emeriti at the Seminary in Berrien Springs, MI.



OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.
- Submitting AI generated work, or moderately altered AI generated work, as your own.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	A	83-86%	B	73-76%	C
90-94%	A-	80-82%	B-	70-72%	C-
87-89%	B+	77-79%	C+	60-69%	D

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDIX 2: PROGRAM LEARNING OUTCOMES

MASTERS PROGRAMS

1. MA in Pastoral Ministry (MAPM)

- 1) Deliver effective biblically-based sermons
- 2) Demonstrate proper biblical interpretation skills
- 3) Understand the historical-theological development of the Seventh-day Adventist Church**
- 4) Exhibit capability for training church members for evangelism
- 5) Demonstrate an understanding of how to empower church members for leadership
- 6) Exhibit capability for reaching specific social groups

Becket Report Form, Movie or Reading: 3 hours

I, _____, have watched the entire “Becket” movie (1964 movie
(print name) starring Richard Burton and Peter O’Toole).

OR

I, _____, have read pages 131–151, 162–173 of F. Donald Logan, *A History*
(print name) *of the Church in the Middle Ages*, NY: Rutledge.

Signature and Date

Trinity Project Report Form: 5 hours

I, _____, have watched at least 5 hours of the “Trinity Project” lectures found
(print name) on the SDA Theological Seminary website.

(Feel free to watch any 5 hours of the video lectures that you wish, but if you want to use this time especially for understanding the Early Church include the lectures by John W. Reeve.)

Signature and Date

APPENDIX 4: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

THE BEST BOOKS ON THE EARLY CHURCH

Chadwick, Henry. *The Church in Ancient Society: From Galilee to Gregory the Great*. Oxford: Oxford University Press, 2001 (Paperback 2003).

_____. *The Early Church*. Harmondsworth: London: Penguin, 1993.

Ferguson, Everett, ed. *Encyclopedia of Early Christianity*, 2nd ed, New York: Garland, 1998.

Harvey, Susan Ashbrook and David G. Hunter, eds. *The Oxford Handbook of Early Christian Studies*. New York: Oxford University Press, 2008.

MacMullen, Ramsay. *Christianizing the Roman Empire, A.D. 100—400*. New Haven: Yale University Press, 1984.

Tabbernee, William, Editor. *Early Christianity in Contexts*. Grand Rapids, Michigan: Baker Academic, 2014.

GENERAL HISTORICAL INTRODUCTIONS

González, Justo L. *A History of Christian Thought, Vol 1: From the Beginnings to the Council of Chalcedon*, Nashville: Abingdon, 1970.

_____. *A History of Christian Thought in One Volume*. Nashville: Abingdon, 2014.

_____. *The Story of Christianity: The Early Church to the Dawn of the Reformation*, Vol 1. San Francisco: Harper Collins, 1984.

Lane, Tony. *A Concise History of Christian Thought*, Revised. Grand Rapids: Baker Academic, 2006.

Latourette, Kenneth Scott. *A History of Christianity: Volume I: Beginnings to 1500*. San Francisco: Harper Collins, 1953 (Paperback 1975).

Quasten, Johannes. *Patrology*. Utrecht: Spectrum, 1950–1986. 4 vols.

Wilken, Robert Louis. *The Spirit of Early Christian Thought: Seeking the Face of God*. New Haven/New York: Yale University Press, 2003.

THE BEST INTRODUCTIONS TO EARLY CHRISTIAN THEOLOGY

Drobner, Hubertus R. *The Fathers of the Church: A Comprehensive Introduction*. Peabody, MA: Hendrickson, 2007.

Evans, G. R., ed. *The First Christian Theologians: An Introduction to Theology in the Early Church*. Malden, MA: Blackwell, 2004.

Kelly, J. N. D. *Early Christian Doctrines*. San Francisco, CA: HarperOne, 1978.

McGuckin, John Anthony. *The Westminster Handbook to Patristic Theology*. Louisville: Westminster John Knox, 2004.

Pelikan, Jaroslav. *The Christian Tradition: A History of the Development of Doctrine*. 1: *The Emergence of the Catholic Tradition (100-600)*. Chicago: The University of Chicago Press, 1971.

CLASSIC HISTORIES ON THE EARLY CHURCH

Schaff, Philip. *History of the Christian Church*. 8 vols. New York: Scribner's, 1970. Especially vols. 1–3.

Murdock, James, ed. *Mosheim's Institutes of Ecclesiastical History, Ancient and Modern*. London: William Tegg, 1860.

THE BEST BOOKS ON SCRIPTURAL INTERPRETATION IN THE EARLY CHURCH

Allenbach, Jean. *Biblia Patristica: Index des Citations et Allusions Bibliques dans la Littérature Patristique*. Paris: Editions du Centre national de la recherche scientifique, 1975–1995.

Ancient Christian Commentary on Scripture, 27 vols. Downers Grove, IL: InterVarsity Press, 1998–2010.

Kannengiesser, Charles. *Handbook of Patristic Exegesis: The Bible in Ancient Christianity*. Leiden: Brill, 2004.

HOW TO GET AT THE EARLY CHRISTIAN WRITERS

Ancient Christian Writers. Series of 60+ vols. New York: Newman.

Migne, J.-P., ed. *Patrologia latina*. 217 vols. Paris, 1844–1864.

_____. *Patrologia graeca*. 162 vols. Paris, 1857–1886.

Roberts, Alexander, and James Donaldson. *The Ante-Nicene Fathers: Translations of the Writings of the Fathers down to A.D. 325*. 10 vols. 1885–1887. Repr. Peabody, MA: Hendrickson, 1994.

Schaff, Philip, ed. *A Select Library of Nicene and Post-Nicene Fathers*, Series 1. 1886–1889. 14 vols. Repr. Peabody, MA: Hendrickson, 1994.

_____, and Henry Wace, eds. *A Select Library of Nicene and Post-Nicene Fathers*, Series 2. 1890–1900. 14 vols. Repr. Grand Rapids: Eerdmans, 1983

Sources Chrétiennes. Series with 530+ vols. Lyon: Éditions du Cerf.

The Classics of Western Spirituality. Mahwah, NJ: Paulist.

The Fathers of the Church. Series of 70+ vols. Washington DC: Catholic University of America Press.

The Library of Christian Classics: Ichthus Edition. Philadelphia: Westminster John Knox.

Project: The Works of Saint Augustine: A Translation for the 21st Century. New York: New City.

Examples:

Rotelle, John E., ed. *Augustine: The Literal Meaning of Genesis*. New York: New City, 2002.

_____. *The Trinity*. New York: New City, 1991.

For more publications in this project: <http://www.newcitypress.com/the-works-of-saint-augustine-1.html>

Patrick, Alexander and The Society of Biblical Literature. *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies*. Peabody, MA: Hendrickson, 1999.

Publications of St. Vladimir's Seminary Press, Crestwood, N.Y.

THE BEST WORKS ON EARLY CHRISTIAN LITURGY

Bradshaw, Paul F. *Early Christian Worship: A Basic Introduction to Ideas and Practice*. Collegeville, MN: The Liturgical Press, 1996.

_____. *The Search for the Origins of Christian Worship: Sources and Methods for the Study of Early Liturgy*. New York: Oxford University Press, 1992.

Johnson, Maxwell E. *The Rites of Christian Initiation: Their Evolution and Interpretation*. Collegeville, MN: The Liturgical Press, 1999.

THE BEST BOOK ON THE FORMATION OF THE CHRISTIAN BIBLICAL CANON

McDonald, Lee M. *The Biblical Canon: Its Origin, Transmission, and Authority*. Peabody, MA: Hendrickson, 2008.

_____, and James A. Sanders, eds. *The Canon Debate*. Peabody, MA: Hendrickson, 2002.

SOCIETY AND LIFE DURING THE TIME OF THE RISE OF CHRISTIANITY

Brown, Peter. *Power and Persuasion in Late Antiquity: Towards a Christian Empire*. Madison, WI: The University of Wisconsin Press, 1992.

Goehring, James E. *Ascetics, Society, and the Desert: Studies in Early Egyptian Monasticism*. Harrisburg, PA: Trinity Press International, 1999.

Kraemer, R. S. & M. R. D'Angelo, eds. *Women & Christian Origins*. Oxford: Oxford University Press, 1999.

Longenecker, Richard N., ed. *Community Formation: In the Early Church and in the Church Today*. Peabody, MA: Hendrickson, 2002.

MacMullen, Ramsay. *Christianizing the Roman Empire: A.D. 100-400*. New Haven, NY: Yale University Press, 1984.

_____. *Paganism in the Roman Empire*. New Haven, NY: Yale University Press, 1981.

Stark, Rodney. *Cities of God: The Real Story of How Christianity Became an Urban Movement and Conquered Rome*. San Francisco: Harper Collins, 2006.

Wilken, Robert L. *The Christians as the Romans Saw Them*. New Haven, NY: Yale University Press, 1984.

THE BEST BOOKS ON THE MIDDLE AGES

Cantor, Norman F. *The Medieval Reader*. New York: HarperCollins, 1994.

_____. ed. *The Encyclopedia of the Middle Ages*. New York: Penguin, 1999.

Evans, G. R. *Fifty Key Medieval Thinkers*. New York: Routledge, 2002.

Logan, F. Donald. *A History of the Church in the Middle Ages*. New York: Routledge, 2002.

Loyn, H. R. ed. *The Middle Ages: A Concise Encyclopædia*. New York: Thames and Hudson, 1989.

Lynch, Joseph H. *The Medieval Church: A Brief History*. New York: Longman, 1992.

Stewart, David R. *The Literature of Theology: A Guide for Students and Pastors*. Louisville: Westminster John Knox, 2003.

The New Cambridge Medieval History. 7 vols. Cambridge: Cambridge University Press, 1995.

Vauchez, André, ed. *Encyclopedia of the Middle Ages*. 2 vols. Cambridge: Cambridge University Press, 1995.

GENERAL HISTORICAL INTRODUCTIONS

González, Justo L. *A History of Christian Thought, Vol 1: From the Beginnings to the Council of Chalcedon*. Nashville: Abingdon, 1970.

_____. *The Story of Christianity: The Early Church to the Dawn of the Reformation*, Vol 1, San Francisco: Harper Collins, 1984.

Lane, Tony. *A Concise History of Christian Thought*, Revised. Grand Rapids: Baker Academic, 2006.

Latourette, Kenneth Scott. *A History of Christianity: Volume I: Beginnings to 1500*. San Francisco. Harper Collins, 1953 (Paperback 1975).

THE BEST INTRODUCTIONS OF THE MIDDLE AGES CHRISTIAN THEOLOGY

Pelikan, Jaroslav. *The Christian Tradition: A History of the Development of Doctrine. 2: The Spirit of Eastern Christendom (600-1700)*. Chicago: The University of Chicago Press, 1974.

Pelikan, Jaroslav. *The Christian Tradition: A History of the Development of Doctrine. 3: The Growth of Medieval Theology (600-1300)*. Chicago: The University of Chicago Press, 1978.

CLASSIC HISTORIES ON THE MIDDLE AGES

Schaff, Philip. *History of the Christian Church*. 8 vols. New York: Scribner's, 1970.

Murdock, James, ed. *Mosheim's Institutes of Ecclesiastical History, Ancient and Modern*. London: William Tegg, 1860.

THE BEST BOOKS ON SCRIPTURAL INTERPRETATION IN THE MIDDLE AGES

De Lubac, Henri. *Medieval Exegesis : The Four Senses of Scripture*, vol 3. Grand Rapids: Eerdmans, 2009.

Emmerson, Richard K. and Bernard McGinn. *The Apocalypse in the Middle Ages*. New York: Cornell University Press, 1992.

Hauser, Alan J. and Duane F. Watson. *A History of Biblical Interpretation*, vol. 2. Grand Rapids: Eerdmans, 2009.

HOW TO GET AT THE MIDDLE AGES CHRISTIAN WRITERS

Migne, J.-P., ed. *Patrologia latina*. 217 vols. Paris, 1844–1864.

_____. *Patrologia graeca*. 162 vols. Paris, 1857–1886.

Sources Chrétiennes. Series with 530+ vols. Lyon: Éditions du Cerf.

The Classics of Western Spirituality. Mahwah, NJ: Paulist.

The Fathers of the Church. Series of 70+ vols. Washington DC: Catholic University of America Press.

Rosemann, Philipp W. *Peter Lombard*. Oxford University Press, 2004.

Aquinas, St. Thomas. Summa Theologiæ. 60 volumes. New York: McGraw-Hill Book Company, 1964.

The Library of Christian Classics. Ichthus Ed. Philadelphia: Westminster John Knox. Examples:

Fairweather, Eugene R. *A Scholastic Miscellany: Anselm to Ockham*. Philadelphia: Westminster, 1956.

Petry, Ray C. *Late Medieval Mysticism*. Ichthus Ed. Philadelphia: Westminster, 1957.

SOCIETY AND LIFE DURING THE TIME OF THE MIDDLE AGES

Heer, Friedrich. *The Medieval World*. New York: The New English Library Ltd., 1961.

Lacey, Robert and Danny Danziger. *The Year 1000: What Life was Like at the Turn of the First Millennium*. London: Abacus, 1999.

For additional books and articles, see also the Seminary Library Portal at

<http://libguides.andrews.edu/religion> .

APPENDIX 5: RUBRIC FOR ESSAY EXAMS

RUBRIC FOR ESSAY EXAM QUESTIONS

With thanks to Dr. Rhonda Dubec, author, found on Teaching Commons: Center for Innovation and Excellence in Learning.

A Excellent	B Very Good	C Good	D Needs Improvement	F Unacceptable
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"Exam Rubric" is a five-criteria, four-standard model with detailed descriptors that assesses essay responses in an exam environment/context by the following criteria (listed descriptors are the "A" category of responses, earning 95-100%):

1. Content

- "Addresses each question and all its parts thoroughly; incorporates relevant course content into responses; uses specific information from case in response"

2. Understanding/Application

- "Demonstrates deep understanding of course theories and ideas applied to analysis of the topic"

3. Original Thinking

- "Demonstrates original thinking that adds insight to analysis of the topic; meaningful elaboration beyond text, notes, class discussion in strategy development"

4. Structure

- "Response to each question is well organized and clearly written; there is evidence of planning before writing"

5. Grammar and mechanics

- "Response is virtually free of mechanical, grammatical writing errors"

