

**FALL 2011 CHURCH HISTORY:
Apostolic Age to 1517
THEO 352 ONLINE SYLLABUS
Azusa Pacific University**

Asst. Professor: Jacquelyn E. Winston, Ph.D.; email: jwinston@apu.edu

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OFFICE HOURS: Tuesdays & Wednesdays 2:45-3:30 p.m. or by appt., Duke 247, 815-6000, ext. 5631.

Class website: <http://online.apu.edu/> (E-Companion class site). E-Companion student directions: http://groups.apu.edu/dlce/ecom_student_info.php. Additional website with lecture notes only: <http://home.apu.edu/~jwinston/theo352.htm>.

CATALOG DESCRIPTION: A study of the major developments in the history of Christianity from the early church to the eve of the Reformation. Emphasis is placed on the growth of Christian doctrine. *Meets general studies core doctrine requirement for God's Word and the Christian Response. Prerequisites: 3 units of Biblical Studies and CMIN108, or instructor permission.*

STUDENT LEARNING OBJECTIVES:

Measurable Learning Outcome	IDEA Learning Objective	Activities to Assess
By the end of this course, the student should be able to:	The IDEA objective that addresses the learning outcome:	Assignment or activity used to assess learning outcome:
1. The student will gain an understanding of the significant individuals and groups which have shaped the direction of church history.	Gaining factual knowledge	Final exam, class participation, reading verification reports
2. The student will examine the major historical, social, and political events relative to significant movements in church history.	Gaining factual knowledge	Final exam, class participation, reading verification reports
3. The student will gain an understanding of significant Christian doctrines in church history and their relationship to their immediate cultural context as well as their present-day application.	Developing skill in expressing oneself orally or in writing	Famous Conversion critical analyses.
4. The student will demonstrate an ability to give thoughtful consideration to current and historical issues in the light of the church's Scriptures and traditions.	Learning to analyze and critically evaluate ideas, arguments, and points of view.	Famous Conversion papers, research paper, class participation.

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Measurable Learning Outcome	IDEA Learning Objective	Activities to Assess
By the end of this course, the student should be able to:	The IDEA objective that addresses the learning outcome:	Assignment or activity used to assess learning outcome:
5. Students will demonstrate growth in the ability to think critically about the historical, doctrinal, biblical, and practical aspects of the Christian faith, including appreciation, understanding, and valuing the church.	Learning to analyze and critically evaluate ideas, arguments, and points of view.	Famous Conversion papers, research paper, class participation.
6. Students will grow into a greater awareness of the personal and social relevance and spiritual richness that informed, disciplined theological reflection can bring to their Christian existence and their own impact upon the world in which they live.	Learning to analyze and critically evaluate ideas, arguments, and points of view.	Famous Conversion papers, research paper, class participation

REQUIRED TEXTBOOKS:

Gonzalez, Justo. *The Story of Christianity, vol. 1, revised*. New York: HarperCollins, 2010.

Spickard, Paul A. and Kevin M. Cragg. *A Global History of Christians*. Grand Rapids, MI: Baker Academic: 1994, repr. 2003.

Winston, Jacquelyn. *Church History Course Reader* (available from bookstore).

COURSES REQUIREMENTS:

Reading Verification Reports	200 (5 reports @ 40 each)	(20%)
<i>Famous Conversions</i> Critical Analysis Papers	150 (3 papers @ 50 each)	(15%)
Research paper	250	(25%)
Class Participation & Attendance	200	(20%)
Final Examination	200 (50 questions x 4)	<u>(20%)</u>

TOTAL POINTS/PERCENTAGES: 1000 POINTS OR 100%

EXTRA CREDIT BOOK REPORT: 50 points (5%)

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Course Etiquette:

Students are allowed to use their computers for lecture notes and class-related matters ONLY! Any websurfing, tweeting, texting, or work for other classes will result in an immediate “F” for that day’s class without discussion. Cell phones should be turned off and put away during class.

Reading Verification Reports:

Reading is a major component of this course. The student is expected to complete the reading assignments and reading verification questions (in writing) **BEFORE** coming to class. Additionally, the student should answer the reading verification questions from the Course Reader as well as outline the assigned Gonzalez and *A Global History* readings in a written form which can be turned in at the beginning of class should the instructor wish to review your work. **(Be sure to include page numbers throughout your notes.)** The purpose of the reading verification questions is to assist the student in performing critical analysis of the assigned texts and to interact in class discussion. *The Gonzalez and A Global History notes can be done in an outline format and should highlight the major events, personalities and doctrines of the assigned reading. The Course Reading assignment involves answering the questions posed at the beginning of each reading assignment. A Reading Verification Report consists of both the outline of the Gonzalez and A Global History readings AND your answers to the Course Reader questions.*

Throughout the semester, the instructor will ask you to turn in your written answers to the verification questions five (5) times. This will be done without advance notice, so you should bring your legibly written or typed paper to each class session. Each time the instructor collects the reading verification reports they will be graded and added to your total grade (40 points each). If a student has an excused absence on the day that reading verification reports are collected, then the instructor will accept that student’s report on the class period which immediately follows the absence accompanied by a written excuse. Under no circumstances will reading verification reports be accepted for unexcused absences or for previous classes. (In the case of an excused medical illness, the doctor’s note may be attached to your report and turned in the very next class.) Only current reading verification reports are collected, so please do not turn in previous notes and do not mix different days’ assignments on the same sheet of paper. *Be sure to verify that you are reading the correctly assigned pages. **If you read the wrong pages, YOU WILL RECEIVE A ZERO FOR THE INCORRECTLY READ PORTION AND A MAKEUP WILL NOT BE ALLOWED.***

Reading Verification Report: Consists of an outline of essential points with page numbers from the assigned reading from the Gonzalez and/or *A Global History* texts and the answers to the questions from the *Course Reader*. It is not necessary to outline the *Course Reader* assignment, just answer the questions. If either portion of this assignment is missing (book reading notes or *Course Reader* questions), then you will not receive higher than a “C” grade for this assignment.

Conversion Critical Analysis Papers:

The student will complete **three (3) typed** 2 page historical analysis reports on the conversion accounts of important figures in Christianity. These reports must be turned in on their assigned reading date by being uploaded to the E-Companion drop box no later than 1 pm. These historical analysis reports should critically examine the contributing factors which led to the person's conversion, including personal/family, historical, and sociopolitical issues. This may include your insights from the Introduction section of the *Famous Conversions* book as well as other assigned readings which disclose pertinent historical information relevant to the subject's conversion experience. **Note:** These conversion selections are in the Church History Course Reader. (For assistance in writing this assignment, see the Conversion Paper handout).

Introduction – 9/27/11 (no analysis paper on this reading)
Constantine –10/25/11 critical analysis paper due
Augustine –11/8/11 critical analysis paper due
St. Catherine of Genoa – 12/6/11 critical analysis paper due

Final Exam:

A 50-question objective (multiple choice and true/false) final exam will be given on **Thursday 12/15/11** (see specific class syllabus for the time). Students should bring a scantron and #2 pencil for this exam.

Attendance/Class Participation:

Since consistent attendance is an essential element for comprehending course materials, students should sign the roster at the beginning of each class session. Additionally, the nature of the course assumes active participation in class discussions. Therefore, each student will be graded for participation on the basis of active involvement in class discussions as well as consistent attendance using a scale of 20% (200 points).

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Research Paper:

- The Department of Theology and Philosophy is involved in assessing student learning, and your final paper may be chosen for this. If your paper is one of those randomly selected for evaluation, your name will be removed so that the process is completely anonymous and does not affect your grade.

Each student will submit a typed, double-spaced research paper (8-9 pages plus cover page and bibliography) prepared according to style manual guidelines which examines a major figure, movement, or doctrine in church history *before the Protestant Reformation*. The paper should utilize a minimum of two primary sources and two secondary sources (books or scholarly journals). Avoid websites, popular magazines, review articles, and survey history texts [including the two texts assigned to this course] unless approved by the professor. This paper must be turned in on Tuesday, 11/29/11 by being uploaded to the E-Companion drop box no later than 1 pm.

Research paper checklist: 1" margins, cover page (not counted or numbered), 8-9 page double spaced body of paper using 12 pitch font, notes (parenthetical, footnotes, or endnotes acceptable) with a numbered bibliography page.

Following are suggested approaches to your research project:

1. Major Figure: Examine the figure's personal background (including family setting, education, economic status, conversion or life-changing experiences), major historical events to which the figure may have been responding, the figure's significant contributions to the development of Christianity (including a discussion of his/her major doctrines and a review of his/her major writings), and how subsequent adherents of his/her doctrines have developed or altered the figure's original teachings.
2. Movement: Examine the movement's response to its contemporary setting including historical events which precipitated its evolution, its impact upon its surrounding culture, the significant individuals who gave rise to the movement (including their personal mitigating issues which led to the movement's development), and the movement's eventual decline and/or metamorphosis.
3. Doctrine: Examine a major Christian doctrine with specific focus on its historical context. Your exploration should include a review of the major ideological currents (religious, philosophical, and social) to which the doctrine is responding, the major propositions of the doctrine including an examination of how it alters or interacts with contemporary religious thought, mitigating personal factors in the life of its proponent(s) that led to its development, and its eventual impact upon its immediate social/religious setting.

Research Paper Proposal: On Thursday, 10/27/11, the student will submit a typed, one page research paper proposal. This proposal must be turned in by being uploaded to the E-Companion drop box no later than 1 pm. This proposal should include the following information:

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1. Student's name, class title and number, date, research paper title
2. Intended approach to subject (e.g. examine the life of Augustine - major figure)
3. A thesis statement regarding your intended approach (e.g. "This paper will examine the impact of Augustine's pre-conversion moral struggles on his conflicts with Pelagius regarding freewill.")
4. **Complete** bibliographic information (see a style manual if you are unclear) on a minimum of two (2) primary sources and two (2) secondary sources which you plan to use for this paper.

Points will be deducted from your final paper if this typed research paper proposal is not turned in on time.

(See sample research proposal format on the next page of this syllabus)

Extra Credit Book Report:

To earn an additional 5%, the student may complete a 2.5-3 page book report on one of the books he/she has chosen to use for his/her final research paper (minimum 175 page book). The book report should not only include a discussion of the thesis and supporting arguments contained in the book, but it should also include a thorough critical analysis of the strengths and weakness of the author's propositions based on the student's knowledge of the subject from other resources (class notes and discussions as well as other books read on the subject). **This typed book report is due on 11/22/11 and must be turned in by being uploaded to the E-Companion drop box no later than 1 pm.**

Checklist of elements of an "A" paper:

- Full bibliographic citation for your book, including the total number of pages.
- Page #s on paper, Student name, Title of class and time it meets, stapled.
- Author's thesis and overall approach.
- Synopsis or outline of book in approximately 4-8 sentences.
- Strengths and weaknesses of the book including clarity of arguments, substantiation of views with factual evidence, insights and benefits the book provides, stylistic issues, major theories discussed.
- What would improve the book and how does it compare with other books on the subject?
- Does the author prove his/her thesis?
- All quotes should be properly referenced and formatted.
- The book report should be 2.5-3 pages in length. I will read up to 3.5 pages. After that, I stop reading so don't bother to go over the length. If you do, I will reduce the grade accordingly.
- Be sure to proof your paper for grammar and spelling. I will grade these as well as for stylistic clarity and content.

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SAMPLE RESEARCH PROPOSAL

Student's name

Theo 352 Church History: Apostolic Age Winston TTh 9:45 am
Research Paper Proposal

Title: Augustine's Moral Struggles and His Doctrine of Predestination

Major Figure: Augustine

Thesis: This paper will examine the impact of Augustine's pre-conversion moral struggles on his conflicts with Pelagius regarding freewill.

Bibliography:

Provide full citations by alphabetical order. Primary and secondary sources do not need to be separated.

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PLAGIARISM STATEMENT:

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

1. Students are expected to write all of their own work. You are welcome to study with your fellow students, but you must write your own assignments. Any assignments written in conjunction with another student will be considered plagiarism and will receive an “F” (0 points) for that assignment.
2. If you borrow more than more than 3 or 4 words in a row from another source, it should be properly referenced using quotation marks and full bibliographic information, including page number. When you borrow ideas but not actual words, you may cite the source at your discretion to help your reader followup on your discussion. Failure to provide full bibliographic citation for quotations is considered plagiarism and will result in an “F” (0 points) for that assignment.

CLASS ASSIGNMENTS:

Items to bring to each class: Course Reader, Reading Verification Report, professor’s lecture notes, and a Bible. (For the first 2-3 classes, also bring the textbooks, but they aren’t needed after that).

When the assigned Gonzalez reading discusses too many diverse issues to adequately take notes for a reading verification report, I have assisted you by providing insight on the central issues. These are the only aspects of the Gonzalez reading on which you need to take notes, although you are expected to read the entire assignment.

9/8/11 Syllabus Overview

9/13/11 The Religious and Social Setting of Ancient Christianity, Part I.

Reading assignment: Gonzalez, Vol. 1:13-48.

9/15/11 The Religious and Social Setting of Ancient Christianity, Part II.

Reading assignment: A Global History, 12-29; Course Reader 1 (Priene Inscription).

9/20/11 The Religious and Social Setting of Ancient Christianity, Part III.

Reading assignment: A Global History, 30-54; Course Reader 2-3 (Nero).

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- 9/22/11 Faith Under Fire: Persecution & Christian Martyrs, Part I.
Reading assignment: Gonzalez, Vol. 1:49-58, 97-104, 119-126; Course Reader 4-11 (Clarke - Perpetua; Lefkowitz - Thecla).
- 9/27/11 Faith Under Fire: Persecution & Christian Martyrs, Part II.
Reading assignment: Review reading assignment from 9/22/11. Read & take notes on Course Reader 69-77 (Famous Conversions, Introduction).
- 9/29/11 Faith Under Fire: Defense of the Gospel (The First Apologists), Part I.
Reading assignment: Gonzalez, Vol. 1:59-68, 83-96; Course Reader 12-20, (The Apologists).
- 10/4/11 Faith Under Fire: Defense of the Gospel (The First Apologists), Part II.
Review reading assignment from 9/29/11.
- 10/6/11 Challenges to the Faith - Gnosticism, Part I.
Reading assignment: Gonzalez, Vol. 1:69-81; review 84-86 (Irenaeus); Course Reader 38-39, (Early Christian Doctrines). ON E-COMPANION: Gonzalez, History of Christian Thought, Vol. 1, 126-131; Winston, "Is the Gospel of Judas Gospel?"
- 10/11/11 Challenges to the Faith - Gnosticism, Part II.
Reading assignment: Review 10/6/11 reading for discussion.
- 10/13/11 Research Paper Guidelines. Read handouts & pgs. 5-8, 12-18 of syllabus.
- 10/18/11 Christian Leadership & Worship, Part I.
Reading assignment: Gonzalez, Vol. 1:105-117; Acts 8:26-39; Course Reader 21-37 (Clement, Ignatius, Didache, Justin Martyr, Apostolic Tradition of Hippolytus, Constitutions of the Holy Apostles [ANF VII]).

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- 10/20/11 Christian Leadership & Worship, Part II.
Review reading assignment from 10/18/11.
- 10/25/11 The Conversion of Constantine.
Reading assignment: Gonzalez Vol. 1:131-155; A Global History 55-66. FC#1 Course Reader 78-84 (Famous Conversions Constantine critical analysis paper due).
- 10/27/11 Internal Conflicts – Arianism/ Typed research proposal due.
Reading assignment: Gonzalez, Vol. 1:181-192; 199-217; Course Reader 40-41 (Nicene & Apostolic Creeds)
- 11/1/11 Augustine of Hippo, Part I.
Reading assignment: Gonzalez, Vol. 1: 173-179, 241-252; Course Reader 42-47 (Augustine & Pelagius).
- 11/3/11 Augustine of Hippo, Part II.
Reading assignment: Review the reading assignment from 11/1/11.
- 11/8/11 Augustine of Hippo, Part III.
Reading assignment: Review Augustine reading from 11/1/11; FC#2 Course Reader 85-87 (Famous Conversions Augustine critical analysis paper due).
- 11/10/11 The Beginning of the Middle Ages & the Rise of Scholasticism, Pt. I.
Reading assignment: Gonzalez, Vol. 1: 259-261; 269-289; 315-318; A Global History 67-70.

Important issues: Gonzalez - 2 major institutions that upheld Western civilization after Fall of Rome (Papacy & monasticism); Benedict and his rule, Charles Martel, Charlemagne, Pope Gregory, Leo; A Global History – Middle Ages/Dark Ages, barbarian conversions, monks' role in evangelism. Only take notes on these issues.

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- 11/15/11 Scholasticism, Pt. II.
Reading assignment: Gonzalez, Vol. 1:369-380; A Global History 98-101; Course Reader 53-54 (Anselm).
- 11/17/11 Eastern Orthodox Christianity, pt. 1 – The Icon Controversy (*Optional Rough Draft Research Paper due*)
Reading assignment: Gonzalez, Vol. 1:295-306b; A Global History 102-108 Course Reader 48-50 (Icon controversy).
- 11/22/11 Eastern Orthodox Christianity, pt. 2 – East/West Church Schism EXTRA CREDIT BOOK REPORT DUE
Reading assignment: Gonzalez, Vol. 1:306b-313; A Global History 109-112top; Course Reader 51-52 (Letter re schism of 1054).
- 11/24/11 THANKSGIVING VACATION – NO CLASS
- 11/29/11 Middle Age Theology – Popular Religion, Heresy & Inquisition. RESEARCH PAPER DUE AT BEGINNING OF CLASS
Reading assignment: A Global History 71-79; 88-98; Course Reader 58-61 (writings on Inquisition & women and witchcraft).
- 12/1/11 The Crusades and the Black Plague -
Reading assignment: Gonzalez, Vol. 1:345-356; 387-393; A Global History 146-149. Course Reader 55-57 (writings on Crusades, Black Plague).
- 12/6/11 Medieval Papacy
Reading assignment: Gonzalez, Vol. 1:281-289 (review); 323-325; 334-344; 393-406; A Global History 79-81; 149-150. Course Reader 62-64 (Selections on papal authority).
FC#3 Course Reader 88-94 (Catherine of Genoa critical analysis conversion paper due.
- 12/8/11 NO CLASS - STUDY FOR FINAL EXAMS

Due to seat limitations and other organizational issues, please do not ask to switch your final exam date with my other classes.

Thursday 12/15/11 FINAL EXAM (Bring scantron & #2 pencil)

SUGGESTIONS ON HOW TO BEGIN THE RESEARCH PROCESS FOR YOUR PAPER:

1. Choose a person, Christian movement, or doctrine of interest. It may be ancient or medieval, but it must be related to Christianity and it should be within the timeframe of 1 CE- 1500 CE. If you choose a non-Christian figure (such as Nero), you must do a paper on how that figure interacted with and affected Christianity in some manner.
2. To gain a general perspective of the important events, doctrines, and interacting individuals which have shaped your person, movement, or doctrine, consult a reference encyclopedia on your topic such as *Encyclopedia Britannica Online*, *New Catholic Encyclopedia*, *Evangelical Dictionary of Theology*, a number of reference volumes I have placed on reserve for you such as Colin Brown's *Christianity and Western Thought*, Alister McGrath's *Historical Theology*, or some of the specific reference volumes contained in the Theology Library Reference Room such as *Augustine through the Ages*. First reference to these types of sources is intended to direct your research in a fruitful manner so that you can identify central from peripheral topics and personalities in your research process. **but these resources should not be used as one of your four required sources for your paper.**
3. Perform a bibliographic search in the APOLIS catalogue as well as other databases available through our APU system. (Refer to the *Resource Notes, Electronic Databases* handout compiled by Elizabeth Leahy, the theology librarian.) Identify a minimum of two primary sources and two secondary sources for your paper. NOTE: While it is acceptable to use older primary sources, **when choosing secondary sources, you should seek those which are more current so that you can take advantage of the most recent scholarly research on your topic.** This does not exclude those volumes which are considered seminal or groundbreaking in their field. These of course, are important volumes to choose. As a rule of thumb, avoid secondary sources dated before 1980.
4. How to choose sources: Ask yourself a series of questions such as *What particular question or problem related to my figure, movement, or doctrine interests me? What type of information does the source provide for me (e.g. does it discuss a particular problem, or possibly a different way of seeing the issue than has been previously understood, is it a general information resource on your topic, or does it examine one issue in detail?)? What is the author's level of expertise on your topic and what is his/her*

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disciplinary approach (i.e., is the writer a historian, theologian, philosopher, sociologist, or psychologist?)? The author's theoretical approach will shape the types of questions they ask as well as how they seek to answer them. Is the book well researched and organized (refer to the book/article's bibliography)?

5. Sources to avoid: Do not use films/or personal interviews as a resource since this is a scholarly research paper. Do not use websites without the professor's permission except for peer reviewed scholarly articles contained in online APU databases. If you use an online scholarly article, you may reference it as if it were the print version of the article following standard style manual rules. Remember, not everyone who has a website is a creditable authority on your topic, even if they are writing about it. Also, when doing searches in our databases for articles or books related to your topic, make sure that you distinguish between actual books/articles on your topic vs. reviews of articles or books or books which are bibliographies on your topic. These are not acceptable as one of your bibliographic resources to write your paper. You should also avoid using historical survey books (such as the two assigned texts for this class by Gonzalez and Spickard) as your required sources since they are overview discussions and do not represent indepth research on your topic.
6. Formulate a thesis question. Your thesis question should include: 1) your specific person, doctrine, or movement; 2) a specific area of interest related to your topic, such as a problem they faced, the origins and development of a particular teaching, or how a particular religious movement changed from its origins to the present day; and finally, 3) the context in which you plan to examine your topic. A thesis statement is more specific than a subject and provides a perspective for understanding your subject.

Sample thesis question: "This paper will examine the impact of Augustine's pre-conversion moral struggles on his conflicts with Pelagius regarding freewill."
7. Prepare and type your research paper proposal according to the guidelines set forth earlier in this syllabus. Remember, it must be typed and include all pertinent information including COMPLETE bibliographic resource information and a cover page. You should be able to keep your thesis statement to 2-3 sentences at most.
8. Style manuals: All style manuals are acceptable including *Chicago Manual of Style*, *Turabian*, *Campbell*, *APA (with modifications, such as page numbers for all citations)*. You may choose to use footnotes, endnotes, or parenthetical references, but please be consistent throughout the paper. **Your final paper should include a title page as well as a thorough bibliography.** Also, be sure that you proof your paper for spelling and grammar as well as content.

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9. Approach: Well-written papers are usually those which begin by stating the paper's thesis and proposed approach of analysis and end with a short summary of what has been proven by the paper. By doing this, you are forced to organize your information in a convincing manner, and make it possible for your reader to follow the development of your argument.
10. Access to research resources for your paper: *ATLA* – the primary theology database can be accessed through the APU library home page. It lists journals and books owned by APU as well as those we don't own and some journals that are online; *APOLIS* – APU library database of books which we own; *LINK+* – a database which gives access to 5 million books which we don't own. Books arrive within 2-3 days and can be renewed once after the initial three week loan.
11. Sample papers are available online through the Theology Library reserves under my name (Winston). The password to access these papers is **Gremio**.

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Resources:

- Aland, Kurt. *A History of Christianity, Vol. 1 & 2*. Grand Rapids, MI: Fortress Press, 1985.
- Barrett, C. K. *The New Testament Background: Selected Documents*. San Francisco, CA: Harper-San Francisco, 1987.
- Bettenson, Henry and Chris Maunder, editors. *Documents of the Christian Church*, 3rd Edition. London: Oxford University Press, 1998.
- Brown, Colin. *Christianity and Western thought: a history of philosophers, ideas, & movements*. Edited by Alan Padgett and Steve Wilkens, 1990.
- Brown, Peter. *The Cult of the Saints*. Chicago: The University of Chicago Press, 1981.
- Burghardt, Walter, John Dillon, and Dennis McManus, Eds. *St. Justin Martyr: The First and Second Apologies, No. 56 of Ancient Christian Writers*. New York: Paulist Press, 1997.
- The Cambridge Companion to Christian Doctrine*. Colin E. Gunton, Ed. Cambridge: Cambridge University Press, 1997.
- Clark, Elizabeth A. *Women in the Early Church, Vol. 13 in Message of the Fathers of the Church*. General Editor: Thomas Halton. Collegeville, MN: The Liturgical Press, 1983.
- Constitutions of the Holy Apostles in The Ante-Nicene Fathers, Vol. VII, 391-508*. Edited by Alexander Roberts and James Donaldson. Grand Rapids, MI: Eerdmans Publishing Company, 1979.
- Encyclopedia Britannica Online* - This can be accessed from the APU library's Online Resource page. (Be sure to sign onto EB Online as a college library user, or they will ask for a credit card.) This is helpful for short explanations of major ideas or personalities.
- Gonzalez, Justo. *A History of Christian Thought, Vol. 1-3, Revised edition*. Nashville: Abingdon Press, 1992.
- Hart, Trevor, Gen. Ed. *The Dictionary of Historical Theology*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2000.
- Hippolytus. *The Apostolic Tradition*, edited by Gregory Dix and Henry Chadwick. Ridgefield, CT: Morehouse Publishing, 1992.
- Hultgren, Arland and Steven Haggmark, Eds. *The Earliest Christian Heretics*. Minneapolis: Fortress Press, 1996.
- Jeffers, James. *The Greco-Roman World of the New Testament Era*. Downers Grove, IL: Intervarsity Press, 1999.
- Kasser, Rodolphe, Marvin Meyer, and Gregor Wurst, eds. *The Gospel of Judas*. Washington, D.C.: National Geographic Society, 2006.
- Kelly, J. N.D. *Early Christian Doctrines, Revised Edition*. New York: Harper-Collins, 1978.
- Kerr, Hugh and John Mulder, Ed. *Famous Conversions*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 1983 (1999).
- Lefkowitz, Mary R. and Maureen Fant. *Women's Life in Greece & Rome*. Baltimore, MD: John Hopkins University Press, 1992.
- Leith, John H., Ed. *Creeds of the Churches*. Louisville, KY: John Knox Press, 1982.

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Lightfoot, J.B. and J. R. Harmer, Translators. *The Apostolic Fathers*. Ed. Michael Holmes. Grand Rapids, MI: Baker Book House, 1998.

McGrath, Alister E. *Christian Theology, An Introduction*. Cambridge, MA: Blackwell Publishers, 1998.

McGrath, Alister E., ed. *The Christian Theology Reader*. Cambridge, MA: Blackwell Publishers, 1998.

McGrath, Alister E. *Historical Theology*. Cambridge, MA: Blackwell Publishers, 1998.

McManners, John, ed. *The Oxford illustrated history of Christianity*. Oxford: Oxford University Press, 1992.
(Good for understanding social context).

Mursell, Gordon, Gen. Ed., *The Story of Christian Spirituality*. Minneapolis, MN: Fortress Press, 2001.

Nugent, Donald C. "Mystic of Pure Love: Saint Catherine of Genoa," in *Women Writers of the Renaissance and Reformation*. Edited by Katharina Wilson. Athens, GA: University of Georgia Press, 1987, 67-70.

The Oxford companion to philosophy. New York : Oxford University Press, 1995.

Priene Inscription Online <http://www.artsci.wustl.edu/~fkflinn/Priene%20Inscription.html>

Spickard, Paul A. and Kevin M. Cragg. *A Global History of Christians*. Grand Rapids, MI: Baker Academic: 1994, repr. 2003.

Van Voorst, Robert E., Compiler. *Readings in Christianity, Second Edition*. Belmont, CA: Wadsworth Publishers, 2001.

Yale University Library Primary Sources Research



Jan Vermeer, [*The Allegory of Painting*](#)

<http://www.library.yale.edu/ref/err/primsrscs.htm>

Created to support a series of colloquia in historical research offered by the Yale University Library.

[What is a primary source?](#)

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WHAT IS A PRIMARY SOURCE?

A primary source is firsthand testimony or direct evidence concerning a topic under investigation. The nature and value of a source cannot be determined without reference to the topic and questions it is meant to answer. The same document, or other piece of evidence, may be a primary source in one investigation and secondary in another. The search for primary sources does not, therefore, automatically include or exclude any category of records or documents.

PRIMARY SOURCES: DEFINITIONS

"By a 'source' the historian means material that is contemporary to the events being examined. Such sources include, among other things, diaries, letters, newspapers, magazine articles, tape recordings, pictures, and maps. Such material may have appeared in print before, edited or unedited, and still be a source. The term is meant to be restrictive rather than inclusive, in that it attempts to indicate that works of secondary scholarship, or synthesis, are not sources, since the data have been distilled by another person. ... One good way for the novice historian to lose Brownie points among his serious-minded fellows is to call a biography of George Washington or an analysis of the Magna Charta a 'source'." (Robin Winks, *The historian as detective; essays on evidence* (New York: Harper & Row, 1969), p.xx)

"A primary source gives the words of the witnesses or the first recorders of an event. Primary sources include manuscripts, archives, letters, diaries, and speeches. ... Secondary sources are 'descriptions of the event derived from and based on primary sources'. The line between primary and secondary sources is often indistinct, for example, a single document may be a primary source on some matter and a secondary source on others." (Helen J. Poulton, *The historian's handbook* (Norman, OK: University of Oklahoma Press, 1972), p.175-76).

"A primary source is distinguished from a secondary by the fact that the former gives the words of the witnesses or first recorders of an event -- for example, the diaries of Count Ciano written under Mussolini's regime. The researcher, using a number of such primary sources, produces a secondary source ." (Jacques Barzun, *The modern researcher*. Fifth edition (Boston: Houghton Mifflin, 1992), p.114 note)

<http://www.library.yale.edu/ref/err/primdefs.htm>

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