

## HISTORY OF CHRISTIANITY I

EMH 1010 HF

Fall 2015

Thursday 9-11

**Professor:** Phyllis Airhart  
Emmanuel 113  
Telephone: 416-585-4536  
[p.airhart@utoronto.ca](mailto:p.airhart@utoronto.ca)

**Assistant:** Allison Murray  
Emmanuel 301

[ae.murray@mail.utoronto.ca](mailto:ae.murray@mail.utoronto.ca)

“A real tradition is not the relic of a past irretrievably gone; it is a living force that animates and informs the present ... It appears as an heirloom, a heritage that one receives on condition of making it bear fruit before passing it on to one’s descendants.”  
Igor Stravinsky, *Poetics of Music in the Form of Six Lessons*

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This introductory course explores Christianity’s formation and transformation from the post-apostolic era to the year AD 843: the Triumph of Orthodoxy in the East and the Carolingian revival and Treaty of Verdun in the West. Along the way, we will explore how Christians described their religious experience, practiced their faith, articulated and argued about their beliefs, and structured their ecclesial communities. We will learn about Christianity’s changing relationship to political power; its engagement with other religions and cultures; the lifestyles, theological mindsets, and models of community proposed and debated by Christian leaders; the political and theological challenges associated with the movement’s early marginalization, eventual expansion, encounter with Islam in the East and the “barbarians” in the West; and the formation of Christian Europe.

### Course Resources

- The following **books** are available for purchase at the Crux bookstore (Wycliffe College) and have been placed on reserve at the Emmanuel College library:

Justo González, *The Story of Christianity*, volume 1

John W. Coakley and Andrea Sterk, *Readings in World Christian History*, volume 1

- ◆ A **course reader** with additional required readings is available for purchase at the Victoria University Print Shop in the basement of Victoria College.

Please consult “Resources for Reading and Research” on the course website (Blackboard) for suggestions for further reading and as a starting point if you choose to write a research paper. I will also distribute a handout that provides some advice about how to prepare papers for history of Christianity courses. Deborah Core, *The Seminary Student Writes* also provides some practical advice.

The University of Toronto has designed an excellent writing website. You will find, for example, advice on writing papers that includes a discussion of **primary** and **secondary** sources, how to narrow down a **topic**, and how to come up with a good **thesis statement**. Here are some links that are particularly relevant to this course:

<http://www.writing.utoronto.ca/advice/specific-types-of-writing/history>

<http://www.writing.utoronto.ca/advice/planning-and-organizing/thesis-statements>

You can find materials that are distributed in class and other recommended resources on Blackboard.

<b>The Course at a Glance</b>
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September 17	<b>BEGINNINGS</b>
September 24	<b>CHRISTIANITY IN A HOSTILE EMPIRE</b>
October 1	<b>“ERROR”: THE CHALLENGES OF DIVERSITY</b>
	<b>Pratt 306 (after class)</b> <b>Using Information Technology in Research</b>
October 8	<b>“ORDER”: TESTING THE BOUNDARIES OF FAITH AND COMMUNITY</b>
	<b>Writing assignment due in class</b>
October 15	<b>THE CONSTANTINIAN REVOLUTION AND ITS THEOLOGICAL IMPLICATIONS</b>
October 22	<b>CHRISTIANS AND OTHERS</b>
	<b>Reading Week</b> <b>No Class on October 29</b>
November 5	<b>ASCETICISM AS A MODEL OF CHRISTIAN COMMUNITY</b>
	<b>Research paper proposals due</b>
November 12	<b>LITURGY AND POPULAR PIETY</b>
November 19	<b>AUGUSTINE AS CONTEXTUAL THEOLOGIAN</b>
November 26	<b>NEW FRONTIERS FOR THE FAITH</b>
December 3	<b>COMPETING RELIGIOUS WORLDVIEWS</b>
	<b>Writing assignment due in class</b>
December 10	<b>POLITICS AND PIETY: EAST AND WEST</b>
December 17	
	<b>Identification Quiz (all students)</b> <b>Examination or research paper due</b>

<b>Course Requirements and Assessment</b>
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1. Completion of **reading assignments**. Preparing for class involves working carefully with the assigned primary sources and secondary works in order to learn to approach texts critically and with confidence. Class sessions will assume basic familiarity with the readings for the day and will usually include discussion of specific documents. (Watch for instructions in the “Next Week” section of the weekly handout for specific details.) Attendance and responsible participation will be expected and noted. (10%)

2. Mid-term **writing assignments** (see yellow assignment sheets for details):

- first assignment (20%) due on **October 8**
- second assignment (20%) due on **December 3**

3. An **identification quiz** (10 %) on **December 17** based on a list of terms that I will distribute during the term. There will be opportunities to do some review/practice quizzes in class.

4. Choice of final assignment (40 %):

- an **examination** (2 hours) on lectures, discussions and readings following the identification quiz on **December 17**.

**OR**

- a **research project** due in two parts:

a) **project proposal** (5 %) due on or before **November 5**.

After choosing a topic and doing some initial research, hand in a brief paper (1-3 pages and a bibliography) that includes the following:

- i) the topic of the research essay;
- ii) the scope of the sources and the approach that will be used in the study;
- iii) an initial framing of the argument or thesis;
- iv) a preliminary bibliography of primary sources and secondary works, including at least one journal article. **Note:** Web sources should be used only if they are making a legitimate scholarly materials available, as in the case of e-journals.

b) **Research paper** (35 %) due on or before **December 17**.

Based on the proposal, prepare a paper on a topic related to the themes of the course (12-15 pages plus bibliography, typed and double-spaced, approximately 3000-4000 words) that introduces a question or problem and presents a clear thesis in the first or second paragraph. Remember to indicate the significance of your research in a thoughtful conclusion and cite sources in the traditional humanities style of documentation (Turabian Notes-Bibliography Style).

<p style="text-align: center;"><b>Changes in assignments or policies involving assessment proposed after the first class will be made with the consent of a simple majority of class members and announced in an email message from Blackboard.</b></p>
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## Learning Outcomes

Students successfully completing this course will communicate clearly and effectively, and be able to:

- display initiative and responsibility for creating a learning community by preparing for and participating in class activities.
- demonstrate knowledge of this period in the history of Christianity by identifying and contextualizing key leaders, places, events and theological positions.
- identify and sympathetically portray culturally diverse historical expressions of Christian commitment that are different from their own
- show a critical awareness of the interplay of faith and culture by recognizing influences that shaped Christian theology and practices.
- understand the historiographical distinction between primary and secondary sources.
- apply some appropriate questions to be asked of a primary source according to its genre, purpose, assumptions or bias, intended audience, etc.
- write an essay that gathers sources appropriate to the assignment and presents findings and/or thesis in the suggested format.
- develop habits of mind that your professor can't easily measure, such as curiosity, delight in learning, humility, and awareness of connections with other courses and experiences outside class.

## Using Technology in Research

There are no tutorials for this course, but Karen Wishart (librarian at Emmanuel College) has kindly offered to do a one-hour **session on using information technology in research** on **October 1 immediately after class at 11:10**. This optional but highly recommended session will be held in the electronic classroom in Pratt Library (room 306). We will be using examples from the history of Christianity as we learn how to navigate the ATLA database, but the same techniques will be useful in other classes as well. A sign-up sheet will be circulated to check on your availability and to help with planning.

## Appointments

Please feel welcome to come and talk with me. To make an appointment, check with me at class or by email to arrange a mutually convenient time. I will also try to be in my office for an hour immediately following our class session if you wish to drop by.

## Policies on Attendance and Assignments

1. If you miss more than two classes, the Basic Degree Committee will review your situation; more than three absences may result in loss of credit for the course.
2. All course work, including late mid-term assignments, must be completed by December 17. If you cannot complete the work by this date, follow your college's procedure for an extension. Emmanuel College's policy is described in the student handbook. I cannot enter a grade of SDF (standing deferred) unless your extension is authorized by your college.
3. Assignments must be submitted both in hard copy (during class or at the main office) and electronic format unless otherwise instructed. To conserve paper, please consider double-sided printing.
4. Assessment of assigned work will follow the grading scale and standards outlined in the TST Basic Degree Handbook <http://www.tst.edu/sites/default/files/BDHandbook%2014-15%20FNL.pdf>.
5. Unless other specifications for citing sources are indicated, please use the **traditional humanities** style (Notes-Bibliography Style) as set out in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (based on *Chicago Manual of Style*). A "Chicago-Style Citation Quick Guide" is available online: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).
6. See <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> for the policy on academic integrity that applies to this course. Plagiarism is the most common form of academic dishonesty, but submitting the work of another student that you claim as your own is also regarded as cheating. If you are wondering why you need to cite sources, this link takes you to a video that explains: <http://guides.library.utoronto.ca/citing>. It also gives some advice on how to decide what is "common knowledge" and how to avoid inadvertent plagiarism. You may find it helpful to check this link to the University of Toronto's Writing Centre before you begin to work on your assignments: <http://www.writing.utoronto.ca/advice/using-sources>. You will find advice on how not to plagiarize, how to use standard documentation forms (i.e., Turabian mentioned above), how to handle quotations, and how to paraphrase and summarize.
7. To comply with the college's privacy policies, **mid-term assignments** will be returned in class (rather than leaving them in the main office). I will try to return papers submitted on time a week (or at most two weeks) after I receive them. If you handed your paper in on time, don't be shy about reminding me to return it! Please give me a stamped envelope addressed to yourself if you wish to have me return your **final assignment** by mail. Otherwise you can drop by my office to pick up your work after the grades are posted.
8. Please use inclusive language in your speaking and writing when you refer to people. Some professors insist that you use gender-neutral language for God as well; I prefer that you do, but will respect your conscience if you don't. I will post on Blackboard a list of library resources prepared by Karen Wishart that you may wish to consult for advice on matters of inclusive language style.
9. If you have a disability or health consideration that may require accommodation to facilitate your learning, please talk with me and/or a counsellor at University of Toronto AccessAbility Services as soon as possible. Enquires are confidential. For further information, check with your college registrar or consult this website: <http://www.utsc.utoronto.ca/~ability/>

<b>Schedule and Reading Assignments</b>	
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September 17            **BEGINNINGS**

September 24            **CHRISTIANITY IN A HOSTILE EMPIRE**

**Reading Assignment**

- González: Introduction and chapters 1, 2, 3, 4, 5, 6, 10 (pp. 97-99).  
*(Don't panic: chapters are short and much of the material is familiar! Skim chapters 1-4 and focus on the rest.)*
- Coakley and Sterk: documents 5, 7.
- ◆ Kate Cooper, "Martyrdom and the 'Media Event,'" in *Martyrdom and Terrorism* (ed. Dominic Janes and Alex Houen), 23-39.

October 1                 **"ERROR": THE CHALLENGES OF DIVERSITY**

**Reading Assignment**

- González: chapters 7, 8
- Coakley and Sterk: document 2
- ◆ Elaine Pagels, *The Gnostic Gospels*, 142-51, 174.
- ◆ David Brakke, "Self-Differentiation among Christian Groups: The Gnostics and Their Opponents," in *The Cambridge History of Christianity*, vol. 1 (ed. Margaret M. Mitchell and Frances M. Young), 245-60.

October 8                 **"ORDER": TESTING THE BOUNDARIES OF FAITH AND PRACTICE**

<b>First writing assignment due in class</b>
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**Reading Assignment**

- González: chapter 9
- Coakley and Sterk: documents 10, 13, 14, 15.
- ◆ Carolyn Osiek, "The Self-Defining Praxis of the Developing *ecclesia*," in *The Cambridge History of Christianity*, vol. 1 (ed. Margaret M. Mitchell and Frances M. Young), 274-92.

October 15                **THE CONSTANTINIAN REVOLUTION AND ITS THEOLOGICAL IMPLICATIONS**

**Reading Assignment**

- González: chapter 10 (pp. 100-104), 12, 13, 14, 16, 17, 19.
- Coakley and Sterk: documents 9, 18, 19, 20.

October 22

## CHRISTIANS AND OTHERS

### Reading Assignment

- González: chapters 18, 21, 22.
- Coakley and Sterk: documents 22, 24, 43.
- ◆ John Chrysostom: “First Speech against the Judaizers,” in *Christianity in Late Antiquity, 300-450 C.E.: A Reader* (ed. Bart D. Ehrman and Andrew S. Jacobs), 227-37.

**Reading Week**  
**No class on October 29**

November 5

## ASCETICISM AS A MODEL OF CHRISTIAN COMMUNITY

**Reminder for those writing a research paper:  
proposal due**

### Reading Assignment

- González: chapters 15, 20, 23.
- Coakley and Sterk: documents 29, 30, 31, 32.
- ◆ Elizabeth Clark, “Early Christian Women: Sources and Interpretation,” in *That Gentle Strength: Perspectives on Women in Christianity* (ed. Lynda L. Coon, Katherine J. Haldane, and Elisabeth W. Sommer), 19-35.

November 12

## LITURGY AND POPULAR PIETY

### Reading Assignment

- Gonzalez, chapter 11.
- Coakley and Sterk: documents 3, 4, 33.
- ◆ Columba Stewart, “Christian Spirituality during the Roman Empire,” in *The Blackwell Companion to Christian Spirituality* (ed. Arthur Holder), 73-89.

November 19

**AUGUSTINE AS CONTEXTUAL THEOLOGIAN****Reading Assignment**

- González: chapter 24.
- Coakley and Sterk, documents 41, 42.
- ◆ Excerpts from Augustine, *Confessions* 2; 8.6.13 ff.

November 26

**NEW FRONTIERS FOR THE CHRISTIAN FAITH****Reading Assignment**

- González: chapters 25, 26, 27 chapters 27 (pp. 269-289).
- Coakley and Sterk: documents 44, 49, 50.
- ◆ Dana Robert, "Who Was St. Patrick?" *Christian Mission: How Christianity Became a World Religion*, 144-59.
- ◆ Caleb Carr, "Storm Warning" *Lapham's Quarterly* 1, no. 1 (2008): 211-19.

December 3

**COMPETING RELIGIOUS WORLDVIEWS**

**Second writing assignment due in class**

**Reading Assignment**

- González: chapter 27 (pp. 289-293), 28 (pp. 295-302).
- Coakley and Sterk: documents 27, 35, 45.
- ◆ Robert Louis Wilken, "No God but God: The Rise of Islam," in *The First Thousand Years*, 288-96.
- ◆ Philip Jenkins, "The End of Global Christianity," *The Lost History of Christianity: The Thousand-Year Golden Age of the Church in the Middle East, Africa, and Asia—And How It Died*, 1-35, 263-67.

December 10

**POLITICS AND PIETY: EAST AND WEST****Reading Assignment**

- González: chapter 28 (pp. 302-306); 29 (pp. 315-318).
- Coakley and Sterk: documents 47, 52, 55.

December 17

**IDENTIFICATION QUIZ  
EXAMINATION OR FINAL PAPER DUE**