Course Syllabus
EMH 1010 History of Christianity I
Emmanuel College
Toronto School of Theology
Fall 2018

Instructor Information

Instructor: Professor Phyllis Airhart

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Office Hours: 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.

Course Identification

Course Number: EMH 1010 H

Course Format: *In-class*

Course Name: History of Christianity I

Course Location: 119 Emmanuel College

Class Times: Wednesdays 9:00am–11:00pm

Course Description

"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*

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

Required Course Texts/Bibliography

- Justo González, *The Story of Christianity*, volume 1 can be purchased at the **U of T Bookstore** (214 College Street) or **online** from either Indigo or Amazon.ca. It has also been placed on reserve at the Emmanuel College library.

➢ 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 (Quercus) 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 that you can check out at http://advice.writing.utoronto.ca/general/. 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 is an example: http://advice.writing.utoronto.ca/types-of-writing/history/. You can find materials that are distributed in class and other recommended resources on Quercus.

Course Website(s)

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at https://q.utoronto.ca/ and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: https://community.canvaslms.com/docs/DOC-10701 . Students who have trouble accessing Quercus should ask the Registrar's office for further help.]

Course Learning Objectives/Outcomes

Students successfully completing this course will be able to demonstrate the following learning outcomes:

- 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.

Evaluation

Requirements

The final grade for the course will be based on evaluations in four areas:

(1) *Completion of reading assignments (10%)*
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.

(2) *Mid-term writing assignments (40%)*
(See yellow assignment sheets for details.)

- ✓ first assignment (20%) due on **October 3**
- ✓ second assignment (20%) due on **November 21**

(3) Identification quiz (10 %)
On **December 12**, all students are required to complete a quiz 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 12**
  OR
- ➢ a **research project due on December 12.** After choosing a topic and doing some initial research, hand in a brief proposal (1-2 pages and a bibliography) by **October 31** 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 legitimate scholarly materials available, as in the case of e-journals.

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).

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty for late work is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at:www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf , policies found in the TST conjoint program handbooks, or college grading policy.

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.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto *Code of Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/policies/behaveac.htm.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Schedule

September 12   **BEGINNINGS**

                     Reading Assignment

- Gonzalez, Introduction, chapters 1-4
- ✓ Rowan Williams, *Why Study the Past*?, Introduction, chapter 1 (distributed)

September 19   **CHRISTIANITY IN A HOSTILE EMPIRE**

                     Reading Assignment

- González: Introduction and chapters 5, 6, 10 (pp. 97-99).
- ➢ Pliny-Trajan correspondence
- ➢ *The Martyrdom of Perpetua and Felicitas*
- ➢ Kate Cooper, "Martyrdom and the 'Media Event,'" in *Martyrdom and Terrorism* (ed. Dominic Janes and Alex Houen), 23-39.

September 26   **"ERROR": THE CHALLENGES OF DIVERSITY**

                     Reading Assignment

- González: chapters 7, 8
- ➢ "The Gospel of Thomas"
- ➢ "The Gospel of Truth"
- ➢ "Selections from the Work *Against Heresies* by Irenaeus"
- ➢ Elaine Pagels, *The Gnostic Gospels*, 142-51, 174.

October 3   **"ORDER": TESTING THE BOUNDARIES OF FAITH AND PRACTICE**

                     | First writing assignment due in class |

                     Reading Assignment

- González: chapter 9
- ➢ Selections from "Origen: *On First Principles*"
- ➢ 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 10   **THE CONSTANTINIAN REVOLUTION AND ITS THEOLOGICAL IMPLICATIONS**

                    Reading Assignment

- González: chapter 10 (pp. 100-104), 12, 13, 14, 16, 17, 19.
- ➤ "The Conversion of Constantine, 312"
- ➤ "Letters of Arius and Alexander of Alexandria"
- ➤ "Edict of Milan"
- ➤ "Nicene Creed" and "Niceno-Constantinopolitan Creed"

October 17   **CHRISTIANS AND OTHERS**

                    Reading Assignment

- González: chapters 18, 21, 22.
- ➤ "Julian: Letters on Religion"
- ➤ Excerpts from the *Theodosian Code*
- ➤ "John Chrysostom: First Speech against the Judaizers"

Reading Week

No class on October 24

October 31   **ASCETICISM AS A MODEL OF CHRISTIAN COMMUNITY**

Reminder for those writing a research paper:
proposal due

                    Reading Assignment

- González: chapters 15, 20, 23.
- ➤ Gregory of Nyssa, *Life of Macrina*
- ➤ Athanasius, Life of Anthony of Egypt

November 7   **LITURGY AND POPULAR PIETY**

                    Reading Assignment

- Gonzalez, chapter 11.
- ➤ *Didache*
- ➤ Justin Martyr, Excerpt from *First Apology*   [on baptism and worship]
- ➤ Columba Stewart, "Christian Spirituality during the Roman Empire," in *The Blackwell Companion to Christian Spirituality* (ed. Arthur Holder), 73-89.

November 14   **AUGUSTINE AS CONTEXTUAL THEOLOGIAN**

                     Reading Assignment

- González: chapter 24.
- ➤ Excerpts from Augustine, *Confessions* 2; 8.6.13 ff.
- ➤ Excerpts from *City of God*

November 21   **NEW FRONTIERS FOR THE CHRISTIAN FAITH**

Second writing assignment due in class

                     Reading Assignment

- González: chapters 25, 26, 27 chapters 27 (pp. 269-289).
- ➤ Dana Robert, "Who Was St. Patrick?" *Christian Mission: How Christianity Became a World Religion*, 144-59.
- ➤ Excerpts from *The Rule of St. Benedict*
- ➤ Excerpts from "Bede: *Ecclesiastical History*" [or Letter from Pope Gregory I]

November 28   **COMPETING RELIGIOUS WORLDVIEWS**

                     Reading Assignment

- González: chapter 27 (pp. 289-293), 28 (pp. 295-302).
- ➤ William Placher, "Truly Human, Truly Divine"
- ➤ *The Chalcedonian Decree*
- ➤ Robert Louis Wilken, "No God but God: The Rise of Islam," in *The First Thousand Years*, 288-96. [or Irvin and Sunquist, "The Land of Arabia"
- ➤ "Apology of Patriarch Timothy of Baghdad before the Caliph Mahdi"

December 5   **POLITICS AND PIETY: EAST AND WEST**

                     Reading Assignment

- González: chapter 28 (pp. 302-306); 29 (pp. 315-318).
- ➤ 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 12   **IDENTIFICATION QUIZ**

                     EXAMINATION OR FINAL PAPER DUE