

STMA 516 ANCIENT CHRISTIANITY

Fall 2013
Wednesday s, 5:45-8:35,
Hunthausen 100
Fr. Michael Raschko,
Hunthausen 213
mrashko@seattleu.edu 206-296-5311
Office Hours: by appointment

COURSE DESCRIPTION

This course is an overview of the history of Christianity from the post-apostolic period to the early forms of mediaeval Christianity. The emphasis will be on the theological side of the Christian community's life, but ample attention will be paid to the social context of the early Church and its institutional developments. We will look at the Church as it emerges from its Jewish background, struggles with classical culture and begins to define its beliefs and its basic structures.

COURSE OBJECTIVES

MAPS Students will give evidence of:

- Ability to reflect theologically on the central themes of the Christian Tradition.
- Knowledge of the interaction of religious/spiritual experience and culture in their ecumenical and multicultural dimensions.
- Knowledge of the tradition in relation to sacramental theology, liturgical method, worship elements and structure, and the ability to engage them in an ecumenical diversity of praxis.
- Ability to be a responsive, discerning listener who can enter another's worldview.

TEXTS

Hinson, E. Glenn, The Early Church, Abingdon Press.
Henry Bettenson, The Early Christian Fathers, Oxford University Press.
Cyril C. Richardson, Early Christian Fathers, MacMillan.
St. Augustine, The Confessions.

OTHER HELPFUL TEXTS

W.H.C. Frend, The Rise of Christianity, Fortress Press.
Has been used as the text in the course. Covers the same period in great detail.

Wickham, Chris, Framing the Early Middle Ages, Oxford University Press.
One of two texts that cover the late ancient-early medieval period in the light of a great deal of historical work in the last couple of decades which has led to a fundamental rethinking of the period.

Brown, Peter, The Rise of Western Christendom (2nd edition), Blackwell Publishing.
The other key text that summarizes new perspectives on the late ancient-early medieval

period.

Pelikan, Jaroslav, The Emergence of the Catholic Tradition, University of Chicago Press.
The first in a six volume series which deals with the history of the development of
Christian Doctrine

COURSE OUTLINE

The readings pertain to the topic for the week under which they are listed, but we will discuss them in the following week. For example, the Didache reflects the material covered in the first week, but will discuss it in class in week 2.

The outline of the course below and the organization of Hinson's text do not always overlap. The purpose of Hinson's text is to give you another quick read of a text that covers the period, give you some familiarity with the main events and people, and give you a starting place in thinking about topics for your papers.

Session 1: September 25

The Church and Judaism

What did the Church inherit from Judaism? What is the relationship of the Church to Judaism?

Read Part I of Hinson (pp. 15-55)

Reading for next week:

The Didache, Richardson, pp. 171-179 **OR**

<http://www.earlychristianwritings.com/text/didache-roberts.html>

Session 2: October 2

The Church and the classical world

What did the Church inherit from the world of late antiquity? How did the Church understand its relationship to the classical world?

Read Hinson: chapters 6 and 7.

Reading for next week:

Justin's First Apology, in Richardson

Session 3: October 9

Three battles of the 2nd century

The struggle with the Empire (the Apologists), Gnosticism, and Montanism.

Read Hinson, chapter 8-10.

Reading for next week:

selections from Irenaeus in Bettenson

Session 4: October 16

The Alexandrian school

Baptizing Hellenistic Culture, the use of philosophy in Christian reflection, How the scriptures were read in the ancient church.

Reading for next week:

selections from Clement of Alexandria and Origen in Bettenson

Session 5: October 23

Issues in the Western (Latin) Church:

how to deal with persecution and those who failed in the midst of it;

Tertullian and Cyprian;

Constantine and the late classical revolution.
Read Hinson Parts III and IV for this week and next week.
Reading for next week:
Cyprian and Tertullian selections from Bettenson

Session 6: October 30
The Arian Controversy and the Council of Nicea
The emergence of Monasticism
Reading for next week
Selections from Athanasius in Bettenson

Session 7: November 6
Augustine: the *Confessions*, Manicheism, and Donatism
Read Hinson chapter 29.
Reading for next week:
Augustine, The Confessions

Session 8: November 13
Augustine: Pelagianism, The City of God

Session 9: November 20
Christendom divided: East and West
The Development of Eastern Theology
The Council of Chalcedon
Begin reading Hinson Part V.

November 27 NO CLASS Thanksgiving break

Session 10: December 4
Boethius
Merovingian Christianity
Finish Hinson Part V.

CLASS ASSIGNMENTS

1. Completion of all reading assignments.
2. Class participation
3. Two short research papers (7-10 pages).

The life of the Ancient Church was fraught with debates and arguments. Take one of the primary readings for the course and show how it was involved in one of these wider arguments, the position it took, how it helped move the discussion forward, and how the issue is still alive in the Church today.

Papers are due on at the beginning of the 6th class session (October 30) and the beginning of the last class session (December 4).

GENERAL NORMS FOR PAPERS

1. All papers should follow a standard manual of style. Please follow the required S.T.M. writing guide: Lynn Quitman Troyka and Douglas Hesse, *Simon and Schuster Handbook for Writers*, 9th ed. (Upper Saddle Brook, N.J.: Pearson Prentice Hall, 2009).
2. Footnotes rather than endnotes make it easier to grade the paper. A bibliography of the reading you did for the paper should be included at the end.
3. Papers are to be double spaced and paginated.
4. Hand papers in stapled in the upper left hand corner—i.e. no plastic binders.
5. Keep a copy of your paper (In case the bird eats it).

Some keys to writing a good paper:

1) advance a thesis – a basic point – that is easily identifiable, plausible, novel, compelling, insightful, and crystal clear [see Part One, Chapter 2 of *Simon and Schuster Handbook for Writers*];

2) display a structure or organization of materials that is solid, evident, understandable, and appropriate to your thesis – in particular, transitions from point to point must be smooth, each paragraph must have its own topic sentence, and all paragraphs must somehow advance your thesis [see Part One, Chapter 3 of *Simon and Schuster Handbook for Writers*];

3) make use of appropriate evidence to support your points – do not just make assertions, but offer your reader reasons why s/he should accept your assertions and, thereby, embrace your thesis (such evidence may come from other texts and artifacts, judiciously selected, as well as your own experience, carefully articulated) [see Part One, Chapters 4 and 5 of *Simon and Schuster Handbook for Writers*];

4) reflect sound argumentation – all ideas should flow together smoothly, you might anticipate and answer counterarguments to your thesis, as well as making novel connections to other experiences and ideas [see Part One,

Chapters 4 and 5 of *Simon and Schuster Handbook for Writers*];

5) demonstrate good mechanics – sentence structure, grammar, punctuation, style of citation of sources, and spelling [see Parts Two through Five of *Simon and Schuster Handbook for Writers*, as needed, and make consistent use of one of the three style guides (MLA, APA, or Chicago) provided in Part Five, Chapters 34-36].

GRADING

Class participation: 10%

Students should be present at all classes. If you cannot be present at a class please let me know.

Class participation assumes you have read the material for the class and can engage in lectures and discussion based on the material.

First paper: 45%

Second paper: 45%

**History
Ancient Christianity
SCORING RUBRIC TEMPLATE**

Introduction	Excellent	Average	Poor
<ul style="list-style-type: none"> Explains the historical/theological problem to be addressed Helps reader understand the nature of the problem—reader understands what is at issue States your purpose and provides a map or blueprint forecasting the structure of your paper 	Meets all criteria at high level; clearly presents problem	Meets some criteria; uneven or has some lapses in development	Meets few criteria; fails to orient reader to problem
Development of the Historical Issue			
<ul style="list-style-type: none"> Has a clear presentation of the historical problem. Knows what was at stake in this issue Has a clear presentation of what is moving forward historically, what is developing in the tradition Clearly summarizes the theologian’s position and argument Uses appropriate sources; treats them with fairness and balance Shows a clear understanding of the position and the arguments of the chosen figure 	Meets all criteria at high level; clear, balanced, accurate	Meets some criteria; uneven; some lapses in clarity balance, or accuracy	Meets few criteria; often unclear, undeveloped, inaccurate
Explanation of Implications for the Church today			
<ul style="list-style-type: none"> Shows how the issue still lives in the Church today Shows clear idea of how the positions taken by the historical figure shape an understanding of ministry and the mission of the Church 	Meets all criteria at high level	Meets some criteria; uneven	Meets few criteria
Overall Clarity of Organization			
<ul style="list-style-type: none"> Has a well-organized, easy-to-follow structure Has effective paragraphing; each paragraph develops one idea clearly Connects paragraphs to one another in a logical and understandable way with effective transitions Is unified around a central thesis and develops that thesis clearly in all its parts 	Meets all criteria at high level	Meets some criteria; uneven	Meets few criteria
Effective Sentence Style and Mechanics			
<ul style="list-style-type: none"> Is well-edited without errors in grammar, punctuation, usage, or spelling Has a clear, concise, readable style Properly formats, punctuates, and cites quotations, paraphrases, and summaries of other authors’ ideas. 	Meets all criteria at high level	Meets some criteria; uneven	Meets few criteria

From SEATTLE UNIVERSITY'S ACADEMIC HONESTY POLICY**Introduction**

Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Academic Honesty Policy.¹

Standards of Conduct

Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited. A non-exhaustive list of prohibited conduct includes:

A. Committing Plagiarism

Plagiarism is the unacknowledged use of the work or intellectual property of other persons, published or unpublished, presented as one's own work. Examples of plagiarism include but are not limited to copying, paraphrasing, summarizing, or borrowing ideas, phrases, sentences, paragraphs, or an entire paper from another person's work without proper reference and/or acknowledgement. While different academic disciplines have different modes for attributing credit, all recognize and value the contributions of individuals to the general corpus of knowledge and expertise. Students are responsible for educating themselves as to the proper mode of attributing credit in any course or field. Note that plagiarism can be said to have occurred without any affirmative showing that a student's use of another's work was intentional.

B. Cheating on Exams and Other Assignments

Cheating is acting dishonestly or deceptively in connection with an assignment, examination or other activity related to a course.

Examples of cheating include but are not limited to:

- Copying another person's work during an examination;
- Allowing another person to copy one's work;
- Using unauthorized materials during an examination;
- Obtaining test materials before they are administered;
- Having someone take an exam in one's place; and
- Taking an exam for someone else.

It is the responsibility of the student to consult with the faculty member concerning what constitutes permissible collaboration.

University Resources and Policies

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
 - *(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)*
- Academic Integrity Tutorial *(found on Angel and SU Online)*

Academic Policies on Registrar website (<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy *(only for those professional programs to which it applies)*

Notice for students concerning Disabilities

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

- Disability: If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, please see related note in the box below.