



# Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

## *Course Identification*

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Course Number : WYH1010H  
Course Name: History of Christianity I (to 843CE)  
Campus: Online  
Dates: 10 January – 14 April 2022

## *Instructor Information*

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Instructor: Sean Otto, PhD  
E-mail: sean.otto@mail.utoronto.ca  
Office Hours: Virtual, by appointment

Teaching Assistant:  
E-mail:

## *Course Prerequisites or Requisites*

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None.

## *Course Description*

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The scope of the course extends from the subapostolic age to C.E. 843, a date representing the "Triumph of Orthodoxy" in the East and the end of the Carolingian revival and Treaty of Verdun in the West. Themes include: the geography of Christianity; the relation of Christian faith to its cultural settings; the relation of Christianity to other religions; the development of doctrinal and ethical positions; forms of Christian life, worship, and organization.

## *Course Methodology*

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Lectures, readings, short papers, quizzes, exam

## *Course Outcomes*

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COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)

<ul style="list-style-type: none"> <li>• will be able to identify and apply the historiographical distinction between primary and secondary sources;</li> </ul>	Quizzes, exam	<b>MTS: 2.2</b> <b>MDiv: 2.1</b>
<ul style="list-style-type: none"> <li>• will be able to identify and apply appropriate questions of historical interpretation that can be asked of historical sources, both (a) primary sources and (b) secondary sources. These questions include the genre, explicit or ostensible purpose, hidden agenda, assumptions or tendency, likely context, style, silenced voices, and intended audience of the sources;</li> </ul>	Papers, exam	<b>MTS: 2.2</b> <b>MDiv: 2.2</b>
<ul style="list-style-type: none"> <li>• will be able to identify and contextualize some major events, individuals, places, ideas, terms, and important primary/secondary sources related to the study of the history of Christianity, by making critical use of reliable historical materials;</li> </ul>	Quizzes, papers, exam	<b>MTS: 1.3</b> <b>MDiv: 1.4</b>
<ul style="list-style-type: none"> <li>• will be able to discuss, with suitable examples, how (a) the historical past and (b) writing about the historical past can shape Christian identity and interpretation.</li> </ul>	Papers, exam	<b>MTS: 2.1</b> <b>MDiv: 2.1</b>

## ***Course Resources***

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### **Required Course Texts**

- Justo L. González, *The Story of Christianity*, rev. ed. (Harper, 2010)
  - Available for purchase at the U of T Bookstore: [https://uoftbookstore.com/buy\\_textbooks.asp](https://uoftbookstore.com/buy_textbooks.asp)
- Alan L. Hayes, *Church and Society in Documents 100–600 A.D.* (Canadian Scholars' Press, 1995). Electronic version available here: [https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/blpd0s/alma991106900510406196](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/blpd0s/alma991106900510406196) (UTORid needed to access).
  - Available for purchase at the U of T Bookstore: [https://uoftbookstore.com/buy\\_textbooks.asp](https://uoftbookstore.com/buy_textbooks.asp)
- Augustine, *Confessions* (any number of editions are available, including this [pdf](#))
- Alan L. Hayes' Early Church History website: <http://individual.utoronto.ca/hayes/earlychurch/index.html>

- Other readings as identified below (also available on the course homepage)

## Course Website(s)

- Quercus: <https://q.utoronto.ca/>. 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 the Quercus using your UTORid and password, look for the **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.) The Quercus student guide is available here: <https://q.utoronto.ca/courses/46670/pages/student-guide> and detailed information about using individual course elements in Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask Jeffrey Hocking, email [jhocking@wycliffe.utoronto.ca](mailto:jhocking@wycliffe.utoronto.ca) for further help.

## Class Schedule

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**Procedure:** Students will have assigned readings and lectures for each section of the course. Each section will consist of a theme or themes to be discussed in a series of short lectures posted to the course website. For each section, students will be expected to complete short reading quizzes. These can be completed at the student's own pace; all lectures and quizzes will be available from the beginning of the course. **N.B., All course assignments must be completed by 14 April 2022.** This means it is highly recommended that students complete the sections at the rate of one or two a week in order not to have a crush of assignments at the end of the course.

Assignments will be due on particular dates:

First Short Paper Due **Sunday, 30 January 2022**

Second Short Paper Due **Sunday, 6 March 2022**

Final Exam due **Thursday, 14 April 2022**

**See below for more information on assignments.**

### OUTLINE OF COURSE SECTIONS:

In what follows, "H" numbers refer to the corresponding chapter in Hayes, *Church and Society in Documents*, and "webpage" refers to the numbered pages at <http://individual.utoronto.ca/hayes/earlychurch/index.html>

#### **Section 1 (Introduction to the course and Historiography)**

*Lecture topics:* Introduction to the course; early Christian geography; introduction to reading sources; orientation to the Pliny–Trajan correspondence; the Imperial Context; some historiographical models.

#### **Section 2 (Christianity and Judaism, Christianity and Philosophy)**

*Lecture topics:* Christians, Jews, and Empire according to González; other views of Christianity and Judaism; Pliny/Trajan; persecutions; introduction to Perpetua; the Nag Hammadi documents; the Apologists; Christianity and philosophy.

*Readings:* Primary: H1 Pliny–Trajan

Secondary: González, 1–58; webpages 1–5.

#### **Section 3 (Diversity in the Early Christian Movement)**

*Lecture topics:* Diverse faces of the Christian movement; Justin; “The Catholic Church”; history and tradition; church orders as a genre; introduction to Hippolytus; the Martyrdom of Perpetua.

*Readings:* Primary: H3 Thomas; H5 Perpetua  
Secondary: González, 59–104; webpages 6–8.

#### ***Section 4 (Persecutions and their consequences; Christian life in the Early Church)***

*Lecture topics:* Persecutions after Perpetua; Hippolytus; Cyprian; rigorists and laxists; the ante-Nicene churches and Christian life; Egypt (and the “school” of Alexandria), Syria (and the “school” of Antioch).

*Readings:* Primary: H6 Hippolytus  
Secondary: González, 105–127; webpage 9.

#### ***Section 5 (Origen, Chrysostom, The Great Persecution, Constantine, the Council of Nicaea)***

*Lecture topics:* Origen and Chrysostom; the Great Persecution; Constantine; Byzantium; Scriptural canon; Nicaea and its issues (except Christology); from Nicaea to the Sack of Rome.

*Readings:* Primary: H7 Origen, H12 Chrysostom  
Secondary: González, 130–179; webpage 10.

#### ***Section 6 (Christology before, during, and after Nicaea)***

*Lecture topics:* Christology at Nicaea; the Christological controversies after Nicaea; Gregory Nazianzen

*Readings:* Primary: H10 Nazianzen  
Secondary: González, 181–218; webpages 11–17.

#### ***Section 7 (Scripture, Augustine, Barbarians)***

*Lecture topics:* History of scriptural interpretation; Augustine; periodization and “late antiquity”; the marginalization of paganism; “barbarians”.

*Readings:* Primary: Augustine, *Confessions*, Books 2 and 3  
Secondary: González, 219–261; webpage 18.

#### ***Section 8 (Britain and Ireland; The East to Justinian)***

*Lecture topics:* Roman Britain; Ireland; Patrick; the papacy; Benedict; the Franks; the Anglo-Saxons; Augustine of Canterbury; the East to Justinian; Simeon.

*Readings:* Primary: H15 Patrick  
Secondary: González, 263–309; webpages 19–22.

#### ***Section 9 (The East from Justinian to Leo III; Christianity and Islam)***

*Lecture topics:* Eastern Christianity from Justinian to Leo III; Maximus the Confessor; Icons; Islam and its encounter with Christianity.

*Readings:* Primary: H17 Simeon

Secondary: González, 309–313; Mark Damen "The Nature and Triumph of Islam: <http://www.usu.edu/markdamen/1320Hist&Civ/chapters/14ISLAM.htm>; Fred Donner, "How Islam Began," University of Chicago Alumni Weekend 2011 UnCommon Core, August 4, 2011: <http://www.youtube.com/watch?v=5RFK5u5lkhA>. It takes about 43 minutes. (Note: the quality of audio improves at about 12:30); webpage 24.

### ***Section 10 (The Qur'an; Iconoclasm)***

*Lecture topics:* The Qur'an; John of Damascus; the iconoclastic controversy; the Triumph of Orthodoxy.

*Readings:* Primary: selections of the Qur'an; Canons of the seventh ecumenical council (Nicaea II): <http://www.papalencyclicals.net/councils/ecum07.htm>

### ***Section 11 (The Early Western Middle Ages)***

*Lecture topics:* The Western Middle Ages from Benedict to Charlemagne; the Pirenne thesis.

*Readings:* Primary: Synodikon of Orthodoxy: <https://www.scribd.com/document/49390418/The-Synodikon-of-Orthodoxy>; Canon of the Synodikon: <https://www.scribd.com/document/121187603/CANON-FOR-THE-SYNODIKON-OF>

Secondary: Leslie Brubaker, "Representation c. 800: Arab, Byzantine, Carolingian," in *Transactions of the Royal Historical Society (London, England)* 19 (Dec 2009): 37-55: [https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/fedca1/cdi\\_prquest\\_journals\\_250870832](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_prquest_journals_250870832); webpages 23, 25.

### ***Section 12 (The Carolingians)***

*Lecture topics:* The Carolingian Revival; The Synod of Frankfurt; The Donation of Constantine; transitions.

*Readings:* Primary: *Donation of Constantine*: <http://www.fordham.edu/halsall/source/donatconst.asp>

Secondary: a discussion of Charlemagne: <http://www.historyguide.org/ancient/lecture20b.html>; González 315–325; webpage 26.

## ***Evaluation***

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### **Requirements**

***Readings and discussion.*** Students will be expected to complete all of the assigned readings for each section of the course. One or more short primary sources will be assigned for every section, and these will form the basis for your short papers, so it is especially important to do the readings. There will be a discussion forum, but apart from a short post introducing yourself, the discussions will be optional. You are encouraged to discuss the readings as much as you would like, and should you desire to collaborate with one of your fellow students on the exam (see below), then the discussion boards are the obvious place to do so.

***Reading quizzes.*** For each section of the course, there will be a short reading quiz which will consist of short identification questions drawn from the readings and lectures. The purpose of these quizzes is to help students retain information from the readings and lectures. The quizzes are all open book, so please consult the readings, lectures, and your own notes.

***Short papers.*** Each student will be required to write two short (5-7 page, approx. 1300 – 1800 words) papers on primary sources from the course readings. The first of these essays will be written on the Martyrdom of

Perpetua (H5) and the second can be written on any other primary source of the student's choosing. See the separate handout for more specifics.

**Final Exam.** The final exam will have two equally weighted parts: a short-answer identification of names and terms used in the readings and lectures, and two short, summative essay questions inviting your historical interpretation of a theme in the course. This exam will be open book and can be done collaboratively in pairs, with each student in a pair submitting half of the identification questions and composing one of the two essay questions. The exam questions will be available for consultation four weeks before the end of the course, and students wishing to collaborate on the exam are encouraged to share their work with each other for comment before handing in the completed assignment, as each student in a pair will receive the same grade based on the whole exam.

WEIGHT OF ASSIGNMENTS:

Section Quizzes: 10% (best 10 of 12)

Short Papers: 30% each (for a total of 60%)

Final Exam: 30%

## Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

### ***Policy on Assignment Extensions***

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

**One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.**

**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. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

## ***Policies***

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**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students 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* (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/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document “Avoiding plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges (<https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>).

**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>).

**Writing Style.** The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8<sup>th</sup> edition (Chicago: University of Chicago Press, 2013).

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

**Obligation to check email.** For this course, the main means of communication will be via email, and the course instructor will send out important course information in this manner. 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](http://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 should be sent from an 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.