Humanities and Religious Studies
HRS 126. History of Christianity to the Reformation.
HRS 126 sec. 01 Wednesdays 5-8PM

Fall 2014 Syllabus

Part 1: Course Information

Instructor Information

Instructor: Wendy R. Terry, PhD
Office: 2012 Mendocino Hall
Office Hours: Wednesdays 3-5PM and by appt
Office Telephone: 916-278-5040
E-mail: wendy.r.terry@saclink.csus.edu

Course Description

Christianity from Jesus to Martin Luther. Emphasis on the evolution of Christian thought and institutions and the relationship of the Church to popular culture and secular powers. Cross Listed: HIST 126; only one may be counted for credit. Graded: Graded Student. Units: 3.0

Textbook & Course Materials

Required Text

In addition to primary source material which will be uploaded to the course SacCT site, you must read the following secondary source material:

All from “The Church in History Series.”


Course Requirements

I would like our time together to be participative. All the pedagogical studies have shown that interactive learning works better than passive learning. Consequently, I want to encourage you to be as active as possible. As a student in this course, you will…

- Do readings in preparation for class. This means that you must purchase the texts books and have access to SacCT for the online primary source material.
• Attend class and participate in class discussions and activities.
• Write five weekly responses (two pages long).
• Write a final response (four pages long).
• Complete a group presentation.
• Complete an individual project inspired by the course readings or the group project.

Course Structure

Since this class meets only once a week, we will intentionally divide each of our meetings between lecture, small group work, and discussion. Students should come to class having completed the reading assigned for that meeting.

Online Resources

Students must have access to SacCT to complete this course.

Part 2: Course Objectives

Students who complete HRS/HIST 126 will understand the general outlines of the history of Christianity from its beginning to the Reformation; be able to describe the influence of ancient and medieval culture on the development of Christian ideas and institutions; be able to recognize fundamental distinctions that created the divide between the East and West in the development of Christianity; and be able to identify the contributions of women, heretics, and thinkers representing and reacting to both Judaism and Islam during this time period.

More generally, students will hone their analytical skills by examining complex historical situations, expand their abilities to reason logically and write clearly in prose by making regular arguments in response to weekly essay prompts, enhance their research and argumentation skills via the project, and refine their organizational skills and leadership via the group project.

You will meet the objectives listed above through a combination of the following activities in this course:

• Do readings in preparation for class. This means that you must purchase the textbooks and have access to SacCT for the online primary source material.
• Attend class and participate in class discussions and activities.
• Write five weekly responses (two pages long).
• Write a final response (four pages long).
• Complete a group presentation.
• Complete an individual project inspired by the course readings or the group project.
**Part 3: Topic Outline/Schedule**

**Class reading schedule:** Reading assignments below should be read before coming to class on the days for which they are assigned. This reading list represents the maximum amount of reading I will expect from you for each class meeting. Be sure to pay attention in class and to check your e-mail regularly as I will frequently focus the reading based on our in-class discussions. You should always bring your book to class so that we may carefully read the material together. You should always also bring the printed out (or digitally accessible copy) of your primary source readings to class. Additionally, we will have handouts in class to augment these selections. CHS = Church in History Series.

<table>
<thead>
<tr>
<th>Week</th>
<th>Secondary</th>
<th>Primary</th>
</tr>
</thead>
</table>
| 1    | CHS vol. I, pt. 1, ch. 1-4 | Selections from Josephus.  
|      |           | Selections from the Gospel of Mark.  
|      |           | Selections from Acts.  
|      |           | Selections from Romans.  
|      |           | Selections from Celsus/Origen.  |
| 2    | CHS vol. I, pt. 1, ch. 5-8 | Selections from Corinthians.  
|      |           | Selections from 1 Clement.  
|      |           | Selections from The Didache.  
|      |           | Selections from St. Ignatius.  |
| 3    | CHS vol. I, pt. 1, ch. 9-Conclusion | Selections from The Martyrdom of Perpetua and Felicitas.  
|      |           | Selections from Justin Martyr.  
|      |           | Selections from St. Irenaeus.  
|      |           | Selections from St. Clement of Alexandria.  |
| 4    | CHS vol. II, ch. 1-2 | Selections from St. Ephrem.  
|      |           | Selections from Eusebius.  
|      |           | Selections from conciliar documents and homilies.  |
| 5    | CHS vol. II, ch. 3-4 | Selections from catechetical homilies.  
|      |           | Selections from The Liturgy of St. James.  
|      |           | Selections from The Life of St. Anthony.  
|      |           | Selections from The Rule of St. Benedict.  
|      |           | Selections from Aphrahat.  
|      |           | Selections from St. John Chrysostom.  
|      |           | Selections from The Acts of Judas Thomas.  
|      |           | Selections from The Life of St. Euthymius the Great.  |
| 6    | CHS vol. II, ch. 5-6 | Selections from St. Augustine.  
|      |           | Selections from St. John Cassian  
|      |           | Selections from Vincent of Lérins.  
|      |           | Selections from St. Patrick.  
|      |           | Selections from Chalcedon.  
|      |           | Selections from St. Cyril of Alexandria.  
|      |           | Selections from Henotikon.  |
| 7    | CHS vol. II, ch. 7-8 | Selections from Justinian.  
|      |           | Selections from Innocent of Maroneia.  
|      |           | Selections from Three Chapters.  
|      |           | Selections from St. Gregory the Great.  
|      |           | Selections from St. Eulogius.  
|      |           | Selections from Life of John of Tella.  |
| 8    | CHS vol. II ch. 9-Epilogue | Selections from St Gregory the Great |
Part 4: Grading Policy

Graded Course Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Responses</td>
<td>30%</td>
</tr>
<tr>
<td>Final Response</td>
<td>20%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Project</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Participation:** Since grading participation is extremely subjective, and since some students are naturally louder than others, I have chosen instead to give credit for attendance as participation. My logic is simple: if you are absent you cannot participate. My hope is that your attendance will translate into your participation, and therefore, facilitate your learning experience. It will work thusly: Each class meeting I will pass around a sign-in sheet. Your signature on that sheet will constitute your attendance for that day. Understanding that things happen that may keep you from class, but which are not 'officially' excusable, and understanding that we only have 18 class meetings, I am giving you ONE free absence. On your second absence, your participation grade will begin to suffer.

**Weekly Responses:** To encourage careful reading and continued and consistent participation in the course, instead of exams, I have chosen to give you weekly responses. These will be approximately two-page (600 words maximum) in length and answer a prompt concerning that week’s reading. You will receive six prompts for Weekly Responses. You may only answer five. Your top FIVE scores will constitute 30% of your course grade. Please plan your responses carefully.

Prompts for responses will be emailed weekly to the class list. All responses are due the next week in class. You MUST be in class on the evening that you submit a response for it to count. Please note that I do not take late work.

**Final Response:** Again, instead of an exam, I will be giving you a prompt to answer as our “final.” The Final Response will be worth 20% of your course grade. Like the other responses, I will email the prompt the week before it is due. Unlike the other responses, everyone MUST
complete this response or receive a zero for 20% of the course grade. It is twice as long (1200 words maximum) and will replace a final exam for the course. The Final Response will be due to my mailbox in Mendocino by **by 5PM on Wednesday 17 December.**

**Group Presentation:** As I have already noted, the best way to learn is to discuss things in groups. To facilitate this further, I am requiring that each student participate in a 20-min group presentation during the last two weeks of the class. Group size will depend on course enrollment, with a maximum of six groups.

During the third or fourth week of the term, we will assign/choose groups and have a random drawing/discussion for topics. Each group will choose one of the following important cities in early Christianity: Alexandria, Antioch, Carthage, Constantinople, Ephesus, and Rome, or make an argument to me for a different location for investigation. Groups will answer the basic question: What was it like to be a Christian in your city during the time period covered by the class?

In order to answer this question, each group will choose two 50-year windows; one at the ‘beginning’ of our timeline, one near the ‘end’.

In answering this question, groups should consider social status issues (slave/peasant, merchant, aristocracy, etc.), and any other cultural or social issues they deem interesting or appropriate (gender, citizenship, minority status, etc.), as well as theological, ecclesiological, and political issues/controversies.

Group presentations may take any form the group feels best communicates and teaches the material. However, all groups must include a handout, which at a minimum includes a bibliography (at least five academic secondary sources are required; groups should also make use of primary sources where possible).

The evaluation process for Group Presentations will be two-fold:

• First, groups will evaluate each other. During this self/student evaluation process, all class members will vote for the group they believe gave the best presentation. The group with the most votes will receive 100% for their Group Presentation.

• Second, I will assign grades to the remaining groups. I will take self/student evaluations into consideration when determining the final group grade (all members of a group will receive the same score).

Because there was a great deal of change taking place in this window of time, groups should speak to the entire time period, noting where major changes took place that would have changed the experience of Christians in their city. Groups should also consider social status issues (slave/peasant, merchant, aristocracy, etc.), and any other cultural or social issues they deem interesting or appropriate (gender, citizenship, minority status, etc.).

Last note on Group Presentations:
Group work should be divided by members’ strengths. If it happens that you have a group member who is not participating fully, your group must officially warn them via email of the group’s disappointment with specific instructions for what they must do in order to return to good standing in the group. All group members must receive the email, and I must be cc’d on the official email. That email must be dated no later than Wednesday 19 November. Warned group members must make amends with their groups (these are the specific instructions given by the
group) before the class meets again on Wednesday 26 November. If the warned group member fails to meet the group expectations by that date, they will be dropped from the group and assigned a zero for the group presentation.

**Individual Project:** Because I know that people take religious studies classes for different reasons, and because I know that levels of interest vary accordingly, I am giving flexibility on the form of student Individual Projects for the course. They need only be “inspired by the course reading or the group project.” Many students will choose a standard academic paper responding to one or more of the primary sources we will be reading together. Other students may wish to write creative papers, perhaps a short story set in the cities from their group presentations connecting them to the primary source readings, or a “newly discovered early Christian” text. In any case, the individual project must demonstrate grappling and mastery of the course material.

Evaluation for the Individual Project will breakdown follows:

- First, students will propose individual projects in writing by the fourth week of class. The proposal will not be “graded,” per se, but will represent 5% of the project grade as P/F (100% or 0%).
- Second, students will then meet with me during the fifth or sixth week of the class to discuss and agree upon specifics of the project and evaluation. This meeting will represent 5% of the project grade.
- Third, students will give a 5-min in-class summary of their project on Wednesday, 19 November. This sharing will constitute 5% of the project grade.
- Last, students will submit their Individual Project on the last day of class, Wednesday 10 December. Evaluation of the final submitted project will constitute 85% of the project grade. Evaluation rubrics for each project will be determined during our in-person meetings during the fifth or sixth week.

**Late Work Policy**

Please note that I do NOT take late work.

**Viewing Grades in SacCT**

Points you receive for graded activities will be posted to the SacCT Grade Center. Click on the My Grades link (if available) on the left navigation to view your points.

There will be a one-week turn over for grading of assignments.

**Letter Grade Assignment**

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>Excellent Work</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>Nearly Excellent Work</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>Very Good Work</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>Good Work</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>Mostly Good Work</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>Above Average Work</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>Average Work</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>Mostly Average Work</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>Below Average Work</td>
</tr>
<tr>
<td>D</td>
<td>60-66%</td>
<td>Poor Work</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Failing Work</td>
</tr>
</tbody>
</table>

**Important note:** For more information about grading at Sac State, visit the academic policies and grading section of the university catalog.
Part 5: Course Policies

Attend Class

Students are expected to attend all class sessions as listed on the course calendar.

Participate

The best way to learn is to participate in class. I will do my best to make it impossible for students not to participate. However, in order for you to glean the most out of this course, you must come prepared to participate.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Complete Assignments

All discussion assignments must be completed by the assignment due date and time. Missing assignments will effect the student’s grade.

Understand When You May Drop This Course

It is the student’s responsibility to understand when they need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student’s family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. All incomplete course assignments must be completed within one year.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start.

SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.
Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.”

Read more about Sac State's Academic Honesty Policy & Procedures

Definitions

At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.”

“Plagiarism is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.”

Source: Sacramento State University Library

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

**Course policies are subject to change.** It is the student’s responsibility to check SacCT for corrections or updates to the syllabus. Any changes will be posted in SacCT.