

Santa Clara University

RSOC 65: EARLY CHRISTIANITY

Winter 2009, Section # 45377

T/Th 1:45-3:30 PM

Kenna Hall 310

Instructor:

Michael C. McCarthy, S.J.

Office Hours: Tuesdays and Thursdays, 12:40-1:40 PM; or by appointment.

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Peer Educator: Kevin Holligan (kholligan@scu.edu)

Course Description:

A selective survey of the history of the Christian church from its beginnings to the fifth century, a time of massive transformation. Topics include authority and discipline in the church, dissent and orthodoxy, patterns of religious life, and the church's interaction with the political and cultural life of the Roman Empire.

Course Objectives:

By the end of the course, students will have:

- 1) Acquired basic understanding of the key events, persons, ideas, and contexts in the early history of Christianity;
- 2) Developed a capacity to analyze major issues relevant to the period studies (e.g., authority, dissent/orthodoxy, asceticism);
- 3) Deepened the ability to communicate one's own ideas/arguments through oral and written presentation.

Required Reading:

Chadwick, Henry, *The Early Church*, Revised Edition (Penguin)

Ehrman/Jacobs (edd.), *Christianity in Late Antiquity, 300 -450 C.E.* (Oxford)

Course Reader (available at Copy Craft on 341 Lafayette)

NB: You must also purchase an I-Clicker, available in the bookstore with the course textbooks.

Method:

As a selective survey of early Christian history, we will move chronologically through the first five centuries. Most classes will treat a theme or issue from a particular period, but throughout the course we will attend not just to texts but to questions of social history. From the available sources we will ask how we might imagine what life was like, concretely, for Christians of the early period. Typically, class will have four parts, as indicated in what follows:

- 1) An introductory exercise, frequently a brief quiz and announcements (about 5 min.).
- 2) On most days, a multi-media presentation by assigned students addressing some aspect of the social life or material history of early Christians. These presentations will be evaluated and constitute an important part of the grade, as will the quality of questions generated from the class itself (about 20 minutes).
- 3) A discussion of the texts assigned to be read for the day, together with the issues arising from them (about 50 minutes).
- 4) A lecture preparing the students for the next class, texts assigned, and significant issues (about 30 minutes).

Evaluation: A (95-100%); A- (90-95); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (below 60)

Quizzes:	20%
Presentation:	20%
Essay :	15%
Midterm:	15%
Final Exam:	20%
Attendance/ Participation	10%

Requirements: There will be multiple **quizzes**, two **examinations**, a **presentation/paper**, and an **essay**. **Attendance** is mandatory and will be recorded, and **participation** will be judged every few weeks. A word, therefore, on each of these components of the course.

Quizzes will be frequent and usually take up the first five minutes of the class. Generally, they will consist of questions on the readings assigned. They aim to encourage regular reading and assess the quality of that reading. The format of the quizzes will typically be 5 multiple choice questions to be answered by the I-Clickers. Quizzes will be given promptly at the beginning of class and timed. (Hint: Do not be late to class and make sure you have your I-Clicker ready and working!!!). *Under no circumstances may students make up quizzes or complete them at any time other than when given.* At the end of the quarter, however, the grades from the lowest two quizzes (including those missed on account of absence) will be dropped before the calculation of the final grades.

Examinations will be given twice in the course of the quarter. The Midterm (Thursday, January 29, 2009) will be an hour-long in-class examination on the material covered until that point. The Final (Tuesday, March 17, 2009, from 1:30-4:30 PM) will be a longer examination on the material covered throughout the quarter. Examinations may be made up only in cases of extreme and exceptional circumstance.

Presentations/Papers will be integrated into the class in a number of ways. Starting the second week of the course, each student, either individually or in a small group, will be responsible for making a 20-minute, in-class, multi-media presentation on some physical, material, or social aspect of early Christianity. The syllabus lists a presentation question for each class day. In order to prepare for this presentation, the student is required: 1) to do the necessary background research for addressing the questions; 2) to make the class presentation, complete with Powerpoint and any other relevant media; 3) to make available the presentation on the course website, together with whatever follow-up may be necessary. On the day of a presentation, a student will be excused from any quiz. Except in truly extraordinary circumstances, failure to be ready for a presentation will result in a zero in this portion of the requirements. An addendum included at the end of this syllabus will cover most practical concerns related to the presentations. *One week after the presentation*, a 4-5 page paper on the topic is to be submitted by each individual making the presentation. Though grounded in the research done for the presentation, the paper should move the topic forward and include critical evaluation and independent thinking regarding the issues. It should address significant and interesting questions that came up in the course of preparing and making the presentation. In addition to the 4-5 pages of text, the paper must include footnotes and a works cited page. *Late papers are welcome, though you must know that there is a 10 percentage point penalty for doing so. Papers submitted a week after the due date will not be accepted.* All papers must be submitted both in paper and in electronic format through Turnitin.com (see below under “Academic Integrity”).

An **Essay** of 5-6 pages will be due in class on Tuesday, March 3, 2009. Essay topics will be discussed in class and given more extensive explanation on the course website. *Late papers are welcome, though you must know that there is a 10 percentage point penalty for doing so. Papers submitted a week after the due date will not be accepted.* All papers must be submitted both in paper and in electronic format through Turnitin.com (see below under “Academic Integrity”).

Attendance is an essential part of the course and will be recorded daily. *You may miss class once*, for whatever reason, with no questions asked. Each class you miss after that will result in the loss of a full letter grade (e.g., B to C, C- to D-), per day missed, on the final grade. Students missing more than three classes will fail the course. Tardiness results in the loss of 10 points on the attendance/participation portion of the grade. In addition, both absence and tardiness jeopardize your quiz scores. *If you do come to class late, please come in so quietly that no one (esp. the instructor) notices you.*

Participation is required, both in the form of active listening and active contributions to the discussion. Read the material and listen to the lectures with a constant concern for how you might articulate its relevance or what pertinent questions you may ask. Come to class prepared to engage others in conversation. And have your books and materials (including the I-Clicker) available throughout the class.

I-Clicker

The instructor will be integrating a technology that allows students to transmit immediate responses in class electronically. The system will be used to aid discussion, administer quizzes, and indicate attendance and participation. Each student must purchase an I-Clicker. They are available in the Campus Bookstore near the course textbooks, though you may also use an I-Clicker you or someone else used for another class. Individuals will register in class during the first week of term. Thereafter, it is the student’s responsibility to have the I-Clicker in his/her possession at EVERY CLASS and to make sure that it is working. The instructor will have a few extra I-Clickers to rent in class (\$10 per class) and batteries (\$10 per set).

Additional Course Readings

Occasionally readings may be accessed only electronically over the course website (Angel). To access them, look under the “Lessons” tab for the appropriate week, and click on “Readings.” You must print the readings out. On the days when we will be discussing extra readings in class, you will be expected to have the text with you in class.

Academic Integrity (TurnItIn.com):

Please understand that if you are caught in any form of academic dishonesty, you will receive a 0 for the assignment or exam in question. The most common form of cheating is plagiarism, i.e., to pass off the ideas or words of another as if it were one’s own. Regardless of the source (book, article, another student, the Internet), you must be careful not to plagiarize. In an effort to discourage plagiarism, each time you submit a hard copy of a paper, you must also submit it electronically via TurnItIn.com, a service which checks your paper against the web and a database of other student papers. The service provides instructors with a plagiarism report.

You will need to set up an account with TurnItIn.com. Enter the website and create a new user profile. Once you have done so, register for this class. The course ID number is **2546572** and the password is “**Bronco**” After that, every time you hand in a paper (hard copy) for this course, either download it or paste your paper in the appropriate place on the website and submit it for a plagiarism review.

Instructions for using Angel:

A detailed syllabus and many other important items for this course will be available at the following Internet address: **http://angel.scu.edu**. You must create an account immediately, if you do not have one already. To do so, on the URL **http://angel.scu.edu** click the **Request an account** tab and provide the information. This should provide you the proper access for logging on (your initial password will be sent to you by e-mail). After you have logged on, click on the **Find a course** tab under **My courses**. Search for the course, using any of the following keywords: **RSOC 65, McCarthy, Early Christianity**. When you find the course, enroll in it by using this PIN: **Bronco**. You should then have “Early Christianity” tab every time you log on. Logging on frequently will be essential for checking study questions, finding assignments, viewing announcements, joining in occasional discussions, keeping up on notes from the instructor, and finding out your grades.

Disability Accommodation Policy:

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahmman Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

Final Points:

In order to focus on the material and to minimize distractions from the task at hand, the instructor would ask you kindly to observe the following:

- 1) Please do not bring food or drink of any kind into the classroom.
- 2) Please turn off all cell phones, pagers, etc. *before* entering the room.
- 3) Regrettably, laptops may not be used in this class.
- 4) Text messaging in class will result in one of many possible draconian measures, including the dramatic destruction or permanent confiscation of the offending unit.
- 5) All students will please remove hats while in class. (Does this even need to be said?)
- 6) Please do not chew gum, beetle nuts, straws, cocoa leaves, tobacco, sunflower seeds or anything else that may send the professor into a quiet conniption. Offenders will face one of many possible unspeakable penalties commensurate with the persistence of the problem. Historical punishments may be employed for their educational value to the rest of the class, such as the pouring of molten lead down the throat, invoked in the *Codex Theodosianus* against servants who misused their mouths. The extraction of teeth or cleaving portions of the tongue will also be considered fair measures against those who show recidivist tendencies.
- 7) If you must enter or leave the room after class has begun, please be exceedingly discreet.
- 8) Please do not leave class once it has commenced, unless absolutely necessary.
- 9) Please do not carry on conversations or private forms of communication during class.
- 10) If (though I cannot believe this would ever happen) you are not paying attention, at least appear to be paying attention.

Tentative Schedule: C = Chadwick, *The Early Church*; R = Course Reader; CLA = *Christianity in Late Antiquity*

Part One: The First Three Centuries

Week 1

Tues., Jan. 6 AFTER THE NEW TESTAMENT

INTRODUCTION TO THE COURSE

DISCUSSION: Who were the earliest Christians and what were their concerns?

LECTURE: The Beginnings of Christianity

Thurs., Jan. 8 CHRISTIANS, ROMANS, AND JEWS

QUIZ: C 9-31; Pliny-Trajan Correspondence; Minucius Felix; Ep. of Barnabas (R 1-9)

PRESENTATION: What were the social levels of Christians in the first few centuries?

DISCUSSION: How did people of the second century view Christians and vice versa?

LECTURE: Christianity Beyond the Very Beginnings

Week 2

Tues., Jan. 13 SECOND AND THIRD CENTURY “FAITH” CRISES

QUIZ: C 32-53; Irenaeus, “Against Heresies,” “Second Treatise of the Great Seth,” Infancy Gospel of Thomas (R 10-23a)

PRESENTATION: What were Greco-Roman religions like?

DISCUSSION: How did stresses in the 2nd and 3rd centuries lead to the formation of “Christian identity”?

LECTURE: Theories on the Growth of Christianity

Thurs., Jan. 15 EXPANSION, GROWTH, AND SELF-UNDERSTANDING

QUIZ: C 54-73; Justin, Athenagoras; The Didache; Tertullian (R 24-36)

PRESENTATION: What was the geographical spread of Christianity during the second and third centuries and why does geography matter?

DISCUSSION: How might someone in the 2nd or 3rd century imagine what being a Christian meant?

LECTURE: Dissent and Authority

Week 3

Tues., Jan 20 **CHURCH OFFICE, BIBLICAL CANON, AND CONTROVERSIES**

QUIZ: C 74-93, Canonical Lists; First Clement, Didache; Hippolytus (R 38-47); Athanasius (CLA 422-427)

PRESENTATION: What is Dura-Europos and what do we have to learn from it?

DISCUSSION: How important is it for there to be an “orthodox” Christianity?

LECTURE: Introduction to Origen

Thurs., Jan 22 **THE CHURCH AT ALEXANDRIA**

QUIZ: C 94-115; Clement of Alexandria; Origen (R 48-60)

PRESENTATION: What are the chief characteristics of early Christian art?

DISCUSSION: What is significant about the teaching of Clement? How did Origen read Scripture?

LECTURE: Persecution in early Christianity: Its Causes and Effects

Week 4

Tues., Jan 27 **THE GREAT PERSECUTION AND ITS AFTERMATH**

QUIZ: C 115-124; Letter of Ignatius , Polycarp; Perpetua and Felicity, (R 62-70) Acts of Saint Felix (CLA 10-11)

PRESENTATION: What happened to Christians’ bodies before, during, and after martyrdom?

DISCUSSION: Why is persecution so central to the self-understanding of early Christians?

MIDTERM REVIEW

Thurs., Jan 29

MIDTERM EXAMINATION

LECTURE: The Rise of Constantine

Part Two: From Constantine to Theodosius

Week 5

Tues., Feb. 3 **“IN HOC SIGNO VINCES”**

Quiz: C 125-132; Lactantius; Origins of Const.; Eusebius (CLA 11-44)

PRESENTATION: How does the material evidence (e.g., coins, arches) contribute to our understanding of Constantine’s intentions?

DISCUSSION: How are we to understand Constantine? A religious opportunist? A devout patron of Christianity?

LECTURE: The road to and from Nicea

Thurs., Feb. 5 **THE COUNCIL OF NICEA (325) AND ITS AFTERMATH**

QUIZ: C 133-151; Arius, Alexander, Athanasius, Gregory of Nazianzus (CLA 158-177) Creeds and Canons of Nicaea, Constantinople (CLA 251-259)

PRESENTATION: How did Christian architecture change after Constantine?

DISCUSSION: How do we evaluate the mix of theology and politics around Nicea?

LECTURE: Bishops and Emperors in the Fourth Century

Week 6

Tues., Feb. 10 **PAGANS AND CHRISTIANS**

QUIZ: C 152-173; Zosimus, Julian, Ephriam, Ambrose, Theodosian Code (CLA 44-74)

PRESENTATION: What does material evidence tell us about pagan practice in the fourth century?

DISCUSSION: What does “Christianization” of the empire in the 4th century mean?

LECTURE: The Rise of Asceticism

Thurs., Feb. 12 **HOLY MEN AND WOMEN: EGYPT AND SYRIA**

QUIZ: C 174-183; Athanasius, Theodoret (CLA 368-389)

PRESENTATION: What was the desert like and how did ascetics live in Egypt? In Syria?

DISCUSSION: How are the lives of Anthony and other monks meant to move us?

LECTURE: Monks and Nuns

Week 7

Tues., Feb. 17 **VIRGINS AND MONKS**

QUIZ: Jerome, Pachomian Rules, Sayings of Desert Fathers (CLA 270-307)

PRESENTATION: How did sexual renunciation compare with late ancient understandings of sex, gender, and family systems?

DISCUSSION: What sense can we make out of ancient Christian asceticism?

LECTURE: Holy Things

Thurs, Feb. 19 **PILGRIMS, RELICS, HOLY PLACES**

QUIZ: C 184-191; Egeria, Gregory of Nyssa (CLA 333-350)

PRESENTATION: What does the material evidence teach us about pilgrimage?

DISCUSSION: Why are “things” so important for early Christians?

LECTURE: Christian Worship in the Fourth and Fifth Centuries

Week 8

Tues., Feb. 24 **BAPTISM AND EUCHARIST AFTER CONSTANTINE**

QUIZ: C 258-284; Christian Art and Architecture [including captions] (CLA 466-480)

PRESENTATION: What would it have been like for a Christian in the late 4th century to worship in the Holy Sepulcher in Jerusalem?

DISCUSSION: How did ancient Christians practice their faith?

LECTURE: Christological Issues in the Late 4th - Early 5th Century.

Thurs., Feb. 26 **CHRISTOLOGICAL CONTROVERSIES**

QUIZ: C 192-212; Nestorius, Cyril of Alex., Athanasius (CLA 179-200); Can. Ephesus, Chalcedon (CLA 259-267)

PRESENTATION: Did Christians after Constantine picture Jesus differently? If so, why?

DISCUSSION: How do we regard the Definition of Chalcedon?

LECTURE: Moving West: Jerome and Augustine

Part Three: Toward the Council of Chalcedon (451)

Week 9

Tues., Mar. 3 PAPER DUE

Thurs., Mar. 5 **AUGUSTINE**

QUIZ: C 213-236, Aug. *Confessions* (CLA 80-92) On Catechizing the Unlearned (CLA 107-123); On Donatists (CLA 218-25)

PRESENTATION: What was the Church in North Africa like?

DISCUSSION: Was Augustine good or bad for Christianity?

LECTURE: The end of ancient Christianity

Week 10

Tues., Mar. 10 **THE END OF ANCIENT CHRISTIANITY**

QUIZ: C 237-57, 285-90; Diodore, Gregory of Nyssa (CLA 455-465)

PRESENTATION: What can we say about the use of music in early Christianity?

DISCUSSION: Does the church change?

FINAL REVIEW

Thurs., Mar. 12

FINAL REVIEW

Finals Week

FINAL EXAMINATION: MONDAY, MARCH 17, 2009 1:30 – 4:30 PM

ADDENDUM: PRESENTATIONS

Preparation

The point of the presentation is to research a particular practical aspect of early Christianity and to share that research with the rest of the class in a manner that evinces competence, conscience, and compassion. Therefore, after signing up for a particular presentation, you are encouraged to proceed through the following steps as preparation for the presentation.

- 1) Do research using at least THREE printed materials (books, articles, etc.) to get a clear sense of how to answer the question. You may use websites too, but I want to stress that you must indicate the websites consulted in your bibliography and are responsible for the quality of the websites. Some of them are quite poor and I would advise you to use websites more for gathering images to use in your presentation than for getting basic information.
- 2) For each topic, I suggest a good place to begin your research is from a two-volume work entitled *The Early Christian World*, ed. Philip F. Esler [henceforth, ECW]. It will be on reserve in the library. You should start there, but also consult the bibliography given at the end of each chapter in ECW for works that will be helpful to your research, writing, and presentation.
- 3) Prepare a 20 minute presentation, complete with Power Point. This presentation should give a very clear exposition of the question at hand, based upon your research. Since the presentations are intended to treat some aspect of the material or social world of early Christianity, it is expected that you will have images to present. A good presentation will be clear, make good and appropriate use of visual images, and provoke thoughtful discussion. After the presentation, you will be evaluated by your peers on the quality of your research as well as the clarity, style, and scope of your presentation. By 9:00 AM on the date of your presentation, you must submit the Powerpoint file into the appropriate Drop-Box on Angel. If generated on a MAC, you must double-check that it appears as you wish when opened by a PC.
- 4) *If you are working in a group*, it is expected that the research and presentation will be done *as* a group, and individuals will receive the same grade on that portion. However, each individual student **MUST** write and submit his/her own paper after the presentation itself. This can stem from cooperative research, but it must be written individually and will be graded individually.
- 5) *One week after the class presentation*, students are to submit a 4-5 page paper (+bibliography). This should cite both primary and secondary sources appropriately and provide a complete bibliography of all sources consulted. Hardcopies should be handed in to the instructor the date of presentation and submitted electronically to TurnItIn.com. If it is not uploaded to TurnItIn.com by the time I read it, the paper will be counted as not submitted.

Protocols

For the sake of clarity, let me identify the rules by which you will make your actual presentations. I **strongly** encourage you to use it as a checklist prior to your presentation.

- 1) **By 9:00 AM on the date of your presentation**, you must upload and submit your Powerpoint Presentation into the appropriate Drop-Box on Angel [under “Lessons”]. If, for some reason, that does not work, you may leave a CD with the PPT file on it in the instructor’s office (Kenna 300E). The instructor will incorporate your presentation into the class lecture. Thus, there may be no changes after the presentation is submitted. **Please note that, historically, glitches occur when Powerpoints generated from MACs are opened with PCs. Thus, make sure that the presentation is seamless when opened in a PC.**
- 2) About 5 minutes into the class (e.g., immediately following the quiz), you will have 20 minutes to make your presentation. If you are working in a group, you will have to decide, as a group, the best way to make the presentation, though it is expected that all members of the group will have equal parts in the presentation.
- 3) Your presentation should indicate the practical question you are trying to answer and offer a clear exposition of your answer. Images are highly encouraged, so as to give the class a sense of the material reality of early Christianity, but those images should be embedded within a PowerPoint presentation that offers a clear demonstration of an answer.
- 4) Timing is essential. **You will have no more than 20 minutes**, and the quality of the presentation will largely depend on how effectively you use your time and are prepared for the time allotted. You will have to work this issue out in advance.
- 5) The instructor will have Media Services provide a laptop and projector, but you will be responsible for making sure it is ready to go five minutes into class. Technical glitches will count against you, so be prepared. You are strongly advised to bring your own CD or flash drive of the presentation in case of some technical disaster, but in general you will not be allowed to make late changes in the presentation. Again, please be advised of potential difficulties with MAC-generated Powerpoints, and plan accordingly.
- 6) Your presentation should allow some time (i.e., about 5 minutes) to answer questions and engage in discussion with the class. The way you handle questions will be considered in the evaluation of your presentation.
- 7) One week after the presentation, each student will submit a paper that includes: 1) A statement of the question; 2) a response to the question (this should include a discussion and summary of your research); 3) critical evaluation and independent thinking on the topic, especially in light of questions and other issues raised on the day of the presentation; 4) A FULL AND SPECIFIC BIBLIOGRAPHY OF ALL SOURCES CONSULTED, BOTH PRINT AND ELECTRONIC. Follow either MLA or Turabian style sheets. There will be no latitude for sloppiness in this regard.
- 8) **Failure to submit a full bibliography of sources with the paper will entail no more than a grade of 60%. Tardiness in submitting a full bibliography will incur a 10% reduction of your grade per day late.**
- 9) **Failure to submit your paper electronically into TurnItIn.com will result in a zero for the presentation. Tardiness in submitting your paper to TurnItIn.com will result in a 10% reduction of your grade per day late.**

Evaluation will be based on a number of criteria, including the following: 1) quality of research, both as presented in the papers and in the presentation itself; 2) quality of choices in sources; 3) clarity and organization in the presentation of the material (How well, for instance, did you answer the question? Did you stay on topic? When you moved slightly off topic, was it valuable?); 4) quality of images used, combined with an appropriate and convincing discussion of those images; 5) appropriateness of images chosen, combined with discussion; 6) presentation values (i.e., timeliness, orderliness, comportment of those presenting, technical preparation, professional manners); 7) quality of discussion; 8) initiative in research and presentation (Do you expect the instructor to hold your hand through the process or do you engage the material intelligently and with independence? How well do you handle choices in research? Ambiguities or multiple directions in questions?); 9) in the case of groups, how well integrated the group presents.

The paper will be evaluated with a view to how well individual students carry the topic forward and how well they articulate issues of interest and concern.

Throughout the course, but especially at the beginning of the quarter, we will have brief, in-class evaluations of presentations (including feedback from class) so that students may learn and improve presentation styles. Early presentations, therefore, will be graded more leniently than later ones.

Schedule of Presentations

Presentations will be assigned on the first day of class for the rest of the quarter. Under each presentation question, I have suggested a place to begin research, from a particular article(s) in the following two-volume set, on reserve at the library. These volumes are good places to BEGIN your research, and you should consult the bibliographies at the end of relevant sections for suggestions regarding where else you should look. Websites may also be helpful, but BE CAREFUL and use websites primarily to get images for your PowerPoint Presentation.

Esler, Philip F. (ed.). *The Early Christian World*. 2 Vols. London and New York: Routledge, 2000. (= hereafter, ECW I or ECW II)

NB: For the sake of your own citations, please note that this work comprises many entries written by individual authors. You are to make references, therefore, to the authors themselves. Therefore, the appropriate way to cite the article on armies, emperors, and bureaucrats is as follows:

Harries, Jill. "Armies, Emperors, and Bureaucrats." In *The Early Christian World*., ed. P. Esler 1.26-52. London and New York: Routledge, 2000.

Week 2

Tues., Jan. 13: What were Greco-Roman religions like? (ECW I.53-79)

1

2

Thurs., Jan. 15: What was the geographical spread of Christianity during the second and third centuries, and why does geography matter? (ECW I. 3-25, 231-257; 295-315, 330-343)

1

2

3

Week 3

Tues., Jan. 20: What is Dura-Europos and what do we have to learn from it? (ECW I 231-257; II 693-746).

1

2

Thurs., Jan. 22 What are the chief characteristics of early Christian art? (ECW II 815-839)

1

2

Week 4

Tues., Jan. 27: What happened to Christians' bodies before, during, and after martyrdom?
(ECW II 815-839)

1

2

Week 5

Tues., Feb. 3: How does the material evidence (e.g., coins, arches) contribute to our
understanding of Constantine's intentions? (ECW I 258-292; II 1069-
1087)

1

2

Thurs., Feb. 5: How did Christian architecture change after Constantine? (ECW II 693-
746)

1

2

Week 6

Tues., Feb. 10: What does material evidence tell us about pagan practice in the fourth
century? (ECW I 259-292; II 869-889)

1

2

3

Thurs., Feb. 12: What was the desert like and how did ascetics live in Egypt? In Syria? (ECW I 344-366; II 1088-1101)

1

2

3

Week 7

Tues., Feb. 17: How did sexual renunciation compare with late ancient understandings of sex, gender, and family systems? (ECW I 401-421)

1

2

3

Thurs., Feb. 19: What does the material evidence teach us about pilgrimage? (ECW I 452-474)

1

2

Week 8

Tues., Feb. 24: What would it have been like for a Christian in the late 4th century to worship in the Holy Sepulcher in Jerusalem? (ECW I 475-499. Look esp. for reference to the liturgy in ancient Jerusalem. See bibliography, esp. references to Baldovin.)

1

2

3

Thurs., Feb. 26: Did Christians after Constantine picture Jesus differently? If so, how? (ECW II 747-772)

1

2

Week 9

Thurs., Mar. 5: What was the Church in North Africa like? (ECW II 1205-1127. Look for website of J.J. O'Donnell at Georgetown/Pennsylvania for good images and discussion.)

1

2

Week 10

Tues., Mar. 10: What can we say about the use of music in early Christianity? (ECW II 773-790)

1

2