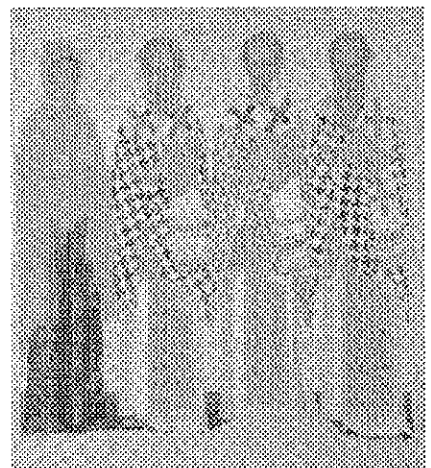
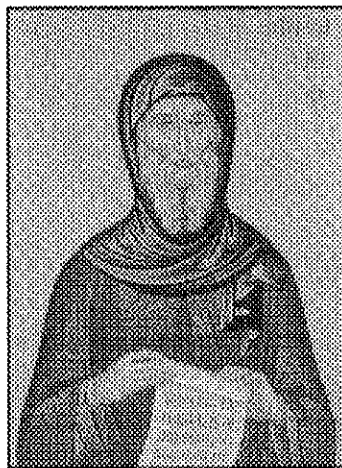


# THE HISTORY OF EARLY CHRISTIANITY



**PROFESSOR KERN R. TREMBATH**  
**WINTER, 2016**



## ***SCTR 65 The History of Early Christianity***

Santa Clara University  
Kern R. Trembath, Ph.D.  
Winter 2016, MWF 11.45 - 12.50  
Office Hours: MWF 10.30-11.30; by appt  
Classroom: TBA

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### ***Course Description***

This course will examine the first five centuries of Christianity, focusing especially on the second through fifth. We will examine key structural components of the developing religion, including texts, controversies and responses to them, doctrines and dogmas, and liturgies. That is, we will address the question "How did early Christianity demonstrate its intention to survive and thrive as it transitioned from a marginal Jewish movement to the exclusive religion of the Roman Empire?" We will consider both "orthodox" and "heterodox" perspectives.

### ***Course Objectives / Core Learning Objectives***

By the end of the course, the attentive student will be able to:

CLO1 analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief);

CLO2 integrate and compare several different disciplinary approaches to a coherent set of religious phenomena; and

CLO3 clarify and express beliefs in light of their critical inquiry into the religious dimensions of human existence.

(Please see the "Assignments" section below for where each of the CLOs is expected to be encountered and implemented.)

### ***Core / Pathways***

Core: E\_RTC2 - EXP Religion, Theology & Culture 2  
Pathways: I\_PTHPR - INT PATH Politics & Religion

## ***Required Reading***

Chadwick, Henry. *The Early Church*, Revised Edition. (London: Penguin, 1993) Paper, Digital

Gerhard, Mary, and Fabian E. Udoh. *The Christianity Reader: Textual Resources for the Study of Religion*. (Chicago and London: The University of Chicago Press, 2007) Paper, Digital

Wilken, Robert. *The Spirit of Early Christian Thought: Seeking the Face of God*. (New Haven and London: Yale University Press, 2005) Paper, Digital

## ***Recommended Reading***

### ***General***

Livingston, E.A., ed. *The Concise Oxford Dictionary of the Christian Church*, Revised Second Edition. Oxford: Oxford University Press, 2006. Paper

McBrien, Richard P. *Catholicism. New Study Edition -- Completely Revised and Updated*. (San Francisco: HarperOne, 1994) Paper, Digital

### ***Development of the Canon***

Bruce, F.F. *The Canon of Scripture*. (Chicago: IVP Academic, 1988) Hard, Digital

Von Campenhausen, Hans, and J. A. Baker. *The Formation of the Christian Bible*. Minneapolis: AugsburgFortress: 1977) Paper.

### ***Ecumenical Councils and Alternate Theologies***

Kelly, J.N.D. *Early Christian Creeds. 3rd Revised Edition*. (London and New York: Continuum, 2006) Paper, Digital

\_\_\_\_\_. *Early Christian Doctrines* (San Francisco: HarperOne, 1978) Paper

Kelly, Joseph. *The Ecumenical Councils of the Catholic Church*. (Collegeville: The Liturgical Press, 2009) Paper, Digital

Schaff, Phillip. *The Seven Ecumenical Councils*. (Amazon: Kindle: ND) Digital

## ***Inculturation***

Burtchaell, James T. *From Synagogue to Church: Public Services and Offices in the Earliest Christian Communities*. Cambridge University Press, 2004. Paper

Ehrman, Bart. *Lost Christianities: The Battles for Scripture and the Faiths We Never Knew*. New York: Oxford University Press, 2003 Paper, Digital

\_\_\_\_\_. *Lost Scriptures: Books that Did Not Make It into the New Testament*. New York: Oxford University Press, 2005. Paper, Digital

Wilken, Robert. *The Christians as the Romans Saw Them*. (New Haven and London: Yale University Press, 1984) Paper

## ***Martyrs and Martyrology***

Clebsch, William A. *Christianity in European History*. (New York: Oxford University Press, 1979) Hard, Paper. Chapter II.

Additional works TBA

## ***Monks and Monasticism***

Clebsch, William A. *Christianity in European History*. (New York: Oxford University Press, 1979) Hard, Paper. Chapter II.

### **A note on Wikipedia and other general resources:**

In general, I believe that Wikipedia is a good place to begin college-level research. This is not a graduate course, and your research will not be expected to reflect grad-level critical adeptness in theology and textual analysis. Having said this, Wikipedia is a good place to *begin* -- not *end* -- your research. Use it to get an overall sense of the topic at hand, explore the links until you're exhausted, and note facts, figures, persons, hypotheses and conclusions that directly bear on your topic. In my experience, Wikipedia's notes and bibliography are as helpful as the body of the text, so use them prodigally.

If appropriate, do the same with Livingston and McBrien above.

## ***Grading Scale***

A	95-100%
A-	90-94.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	<60%

## **Assignments**

Initial Essay:	5%
Presentation:	25%
Questions:	5%
Midterm:	15%
Term Paper:	20% *
Final Exam:	20%
Participation:	<u>10%</u> 100%

\* As described below, this category may be fulfilled by a single paper or by multiple ones.

(for computing purposes, letter grades will be given the highest possible numeric grade)

## ***Class Environment***

This is a professional context and will reflect values and behaviors that you are likely to encounter in your subsequent careers. We will stand towards class time as though it is a company meeting. Food and drink are allowed provided that they not interfere with your or others' ability to concentrate and participate. Cell phones must be off or silenced, and violations will be treated as absences after an appropriate warning. Sleeping in class will be treated as an absence. Phones may not be used in class for any purpose that has not previously been cleared with the instructor. Text messages may be sent the old-fashioned way (provided that they not interfere with class attentiveness) but not digitally. Civil discourse is expected and condescension, cynicism or inappropriate sarcasm will be called out.

## ***Attendance Policy***

Because this is a professional environment, you are required to attend every class. Untimely arrivals and departures must be explained to the instructor after class or they will be treated as absences. Leaving the room during class time will be counted as an absence unless you explain it to the instructor *and* your reason is accepted. *Regardless of the reason, after three absences your grade will be decreased by 5 percentage points per absence.* Please do not ask to be excused from class on days adjacent to university holidays; such requests will be granted only for authenticated emergencies.

## ***Assignments***

Because this is a professional environment, no late assignments will be accepted without prior approval from the instructor. The assignment will be failed and be given the numeric grade of

59%. Papers must be submitted electronically in dot-doc or dot-pages formats and will be considered late if date-stamped after 6 pm Pacific Time on the due date, unless otherwise noted below.

The topic of the **initial essay** will be assigned on the first day of class and must be date-stamped no later than 6 pm of the second class day. CLO 3

Each day one student will be responsible for composing a minimum of three **questions** to the text(s) assigned for that day. For approved types of questions, you must reflect categories 3-4-6 in Bloom's Taxonomy: application, analysis, evaluation. These questions may constitute part of the "pool" from which the midterm exam will be drawn, although the instructor reserves the right to revise them. CLO 1, CLO 2

Each student will be responsible for **presenting** to the class her or his understanding of a given issue of relevance to the course and interest to them. These may be executed individually or in pairs. Signed approvals from the instructor are required to ensure appropriate scope and (if appropriate) participation. Individual presentations should be not less than 20 minutes. Presentations should involve multiple media (digital and/or analog), and may *not* simply be papers read to the class; art, music and videos are expressly encouraged. Each presentation must begin by summarizing why it is of interest to the presenter(s), and then include a summary of initial hypotheses, how research/evidence helped to address these hypotheses, and end with relevant conclusions. Students should feel free to say how their personal beliefs were influenced by the project, but are not required to. Class members should be prepared to discuss these presentations, and questions on the midterm may reflect such discussions. See below for further hints on executing your presentation. CLO 1, CLO 2, (CLO 3)

The **midterm** exam will be on **27 January** and will cover all materials critically considered until that point, including (in principle) materials presented by students. The exam will be in essay form. CLO 2

The **term paper** gives the student an opportunity to pursue a topic in greater depth. The length should be 6-8 pages. If approved by the instructor, the student may fulfill this category with two shorter papers that sum to the same overall length. The paper topic(s) must be approved by the instructor no later than **11 January**. CLO 1, CLO 2, CLO 3

The **final exam** will be held on **DATE (time)** and cover all materials critically considered during the quarter, although it will focus on post-midterm matters. The exam will be in essay form. CLO 1, CLO 2

## ***Et cetera***

The use of laptops and tablets in class will be discussed and agreed upon during the first class day. Many instructors ban them altogether because they are used for extraneous purposes during classtime. This is persuasive, effective but draconian. The preferable alternative is for students

to contract with each other and the instructor not to use them nefariously. This is what we will do in the course. Violations will be treated as absences.

The course will use the cloud, with the specific channel to be determined. Course documents and other community texts will be available here, and students will be notified of revisions in them. Papers and other assignments will be exchanged here. Students are strongly encouraged to maximize their digital usage and minimize analog.

I use social media (Twitter, Facebook, Google+), but not for class purposes. Feel free to follow/friend me, but please don't ask course-specific questions here. Use email instead.

## ***Class Presentation (PR) and Paper (PA) Topics***

This list is not exhaustive; feel free to suggest topics that are of specific interest or intrigue to you. As presented, the list is in approximately chronological order from previous versions of this course.

Who were the earliest Christians and what were their concerns? PR PA

What were the social levels of Christians in the first few centuries? PR PA

What were Greco-Roman religions like? Focus especially on Stoicism. PR PA

What was Gnosticism; how did it arise in the Early Church, and why was it ultimately rejected?  
PR PA

Summarize how Christians were viewed by the Romans PA

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

What is Dura-Europos and what do we have to learn from it? PR PA

What is the significance of the Bible for the early Christians? PA

How did the Christian canon come into being? PA

What did the early Christians mean by "creation?" PA

What are the chief characteristics of early Christian art? PR PA

Summarize the use, meaning, and significance of icons in early Christian spirituality. Include John of Damascus in your analysis. PR PA

What happened to Christians' bodies before, during, and after martyrdom? PR PA

Summarize the rise, meaning and significance of Christian martyrdom. PA

Who is Maximus the Confessor and why should we be interested in him? PR PA

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

How did Christian architecture change after Constantine? PR

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



Summarize the contentions that Celsus and Porphyry had with Christians/Christianity, and how the Christian community responded to each. PA

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

Summarize the rise, meaning, and significance of early monasticism. PA

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

Summarize bodily spiritual practices (e.g., circumcision; regular ritualized prayer; piercing, etc) among representatives of at least three different religious traditions, and draw conclusions about their use and meaning in those traditions.

Summarize the contributions of "the Cappadocians" to Christian theology; include Macrina the Younger in your analysis. PR PA

Collect and critically notate early Christian representations of the Trinity. (You may extend beyond the first six centuries for this presentation, but stay within the first millennium.)

Did Christians after Constantine picture Jesus differently? If so, how and why? PR

What was the Church in North Africa like? PR PA

Summarize early Christian notions of the relationship between faith and reason. PA

Summarize Augustine's understanding of, and arguments against, Manicheism. PR PA

Summarize the christological context of, and solution proposed by, Pelagius. PR PA

What influences did Pope Gregory I ("Gregory the Great") have on liturgy? In your response, include representative "micro" and "macro" changes. (For instance, what changes did he make in the form and content of the Anaphora? What difference did this make in the western Church?)

Summarize the life and papacy of Pope Vigilius, paying special attention to how he is important in the development of the papacy. PR PA

Compare and contrast what Robert Wilken means by "obedience" and "authority" with how they are commonly used today, and suggest implications of his usages for discourse (political; religious; other) today. PA

Summarize what Karl Rahner means by "anonymous Christian," and then what you have learned about apocostasis in class this quarter. Compare and contrast these two concepts. PA

## ***Preparing Your Class Presentation***

The point of the presentation is to research a particular aspect of early Christianity through a multidisciplinary approach. You will share that research with the rest of the class in a manner that evidences critical thinking, complexity, and religious reflection where appropriate. Influences from other courses is welcomed.

When signing up for a particular presentation, please use the following steps:

- 1 Select a topic of initial interest or curiosity to you. If "yours" has already been spoken for, see if you can horse-trade, or approach the topic from another perspective. This is a university, so disciplined creativity counts.
  - 2 Research your topic using *at least* three print-text sources (books, articles, etc.) to get a clear sense of diverse perspectives when formulating your conclusions. You may use websites as well. Both *must* be cited in your bibliography. You are responsible for the quality of both texts and websites. Some of the latter can be of uneven and/or very ideological quality. My recommendation is that you use websites primarily for media-acquisition, and secondarily for critical-research purposes.
  - 3 A good place to begin your presentation research is the two-volume work *The Early Christian World*, edited by Philip F. Esler, which is on reserve in the library. In addition, consult the bibliography given at the end of each chapter in Esler. (See note above re Wikipedia, Livingston and McBrien.)
  - 4 Prepare a minimum 15-minute presentation using Keynote / PowerPoint. Alternative presentation applications are fine provided that you confirm their usability in our classroom. As noted above, each presentation should begin by summarizing why it is of interest to the presenter(s), and then include a summary of initial hypotheses, how research/evidence helped to address these hypotheses, and relevant conclusions. Students should feel free to say how their personal beliefs were influenced by the project, but are not required to do so. Since the presentation is on Early Christianity, it is expected that you will have images to present. A good presentation will make use of such images either as focal points in themselves or (minimally) to illustrate other points being made.
- Use your preferred storage space to store and retrieve your files. You may wish to bring a thumb drive containing your presentation file(s) to class. Your file(s) must ALSO be submitted to the our Camino space no later than 10 am of the day it is due so that all students can also access it-them. ***It is your responsibility to ensure that technical glitches do not occur.*** If they do, and significantly impede the class operations that day, your presentation grade will be decreased.
- 5 Aim at leading class discussion for 10-15 minutes after your presentation itself. A fraction of the presentation grade will reflect the quality of the issues (questions, etc.) given to the class. See #6 below for why you should take notes on this discussion.

In some instances presentations may be made by pairs rather than individuals -- but no more than pairs. Both members of these projects will be graded identically on the presentation itself. It is up to you to ensure a fair balance of preparation and productivity. It does not matter to me whether one or more persons actually presents the materials, and/or leads the in-class discussion.

6 No later than one week after the in-class presentation, each student will submit a paper on the presented topic that includes:

- 1) a description of the topic and (if appropriate) how it was divided up within the group;
  - 2) a summary of your research on it, including matters you or the group decided to omit;
  - 3) critical evaluation and independent thinking on the topic AFTER class discussion (i.e., considering both your own research, and in-class' critical comments and questions); and
  - 4) a full and specific bibliography of all sources consulted, both print and digital.
- 5) Failure to submit all of these items will automatically decrease in your grade to 60%.

It is fine to use items 1-4 above as "paragraph headers," but the responses themselves must be in standard academic prose. If you present with another student, *each* of you must submit this summary assessment individually.

Tardiness in submitting your paper will result in a reduction of your initial grade by five (5) percentage points per calendar day (i.e., if you earned 93% on the overall paper but submitted the bibliography two calendar days late, you would receive 83% as your grade).

7 Decide whether class discussion warrants a revision of your Keynote / Powerpoint, and if so, submit it along with your paper. If you presented as part of a group, the presenter is responsible for delivering the revised presentation. (see #9 below.)

8 Overall evaluation of the presentation will be based on the following criteria:

- 1) quality of research, both 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 articulate your topic, and both formulate and answer questions implied by it? 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 (did you expect the instructor to hold your hand through the process or did you engage the material intelligently and with independence? How well did you handle choices in research? --ambiguities or multiple directions in questions?);
- 9) in the case of groups, how well integrated the group presented the material; and
- 10) appropriateness of revision

## *Preparing Your Term Paper*

With regard to "how much research" to include, I do not have a minimal number of works to be cited. I assume that most of you will not have covered "your" topic in previous classes, and so you will probably begin with a very general overview-type resource (Wikipedia, McBrien, etc), then move to more critically-sensitive (but still general) resources (Chadwick, Clebsch, etc.) and then finally, IF APPROPRIATE, to more granular-level resources (Kelly, Schaff, etc). The latter step may not be needed -- this is, after all, a 6-8 page assignment.

The most important way that you can begin, and then organize, and then execute your project, will be to read through the general-level resources that are appropriate for it. For many of you, this will be Wikipedia, McBrien and Chadwick. From there, look at the footnotes to find where to pursue more detailed matters. Take sign-post level notes on all of these matters -- nothing significantly detailed, but rather, pointers to resources and ideas to which you may or will want to return later.

When this phase of the project is done, read and re-read your notes and get a sense of what you can do with the topic that initially interested you back when you and I agreed on it now that you know much more about it.

Then think very carefully: what point(s) do I want to spend time developing in this paper? Write it/them down. There shouldn't be more than three. (Why? -- see the last sentence of the 1<sup>st</sup> paragraph in this section.) These should be points that really attract *you*. To put it negatively, if you're bored by your paper, your reader probably will be as well. Commit yourself to doing an excellent and creative piece of writing.

Finally, rough out a concluding paragraph. Pretend that you have written the paper: how do you want it to end?

Once you have written the conclusion, then rough out the one-two-three points that you decided to develop and "aim" them so that they logically terminate in the conclusion that you just wrote. Make sure that they are in a defensible order. Do not worry about whether this order is the same as in your roughed-out conclusion; you can adjust the latter later. Thinking about this beforehand will help you to cross-reference them in rational ways. (Do not hesitate to write something like "I will develop this point further below...", but do not do it very often because it requires your reader to keep too many sign-posts in her/his mind. If you find yourself needing to, then re-locate THAT topic earlier.)

Once all of these items are in place, un-rough them. Start by reading the rough draft aloud -- or better yet, buy your roommate a pizza and have her/him read it to you. If it don't sound smooth, it won't read smooth. (Kind of like that sentence!) Make necessary adjustments to everything. *This will take at least 3-4 passes.*

As you do this, pay attention to grammar and syntax. Spellcheckers are very helpful for flagging typos, but they cannot catch "wordos," i.e., homonyms or homophones; "there is no way to ensure that they're spellchecker will catch the fore wordos inn this sentence."

Ensure that each paragraph has an identifiable topic sentence. "A" topic sentence -- not multiple.

As the final step here, ensure that your concluding paragraph reflects the body of the paper that precedes it -- no more and no less. NEVER introduce a new idea in your concluding paragraph (unless you are writing chapters in a book, in which case you can alert the reader to what is coming up in future chapters).

Finally, when the paper is exactly what you intend to submit, then and only then go back and write an introductory paragraph. The latter will then say explicitly, and only, what the rest of the paper will develop. If you write the introductory paragraph first, it is almost inevitable that you will not return to it afterwards and re-align it with what you have written by then, with the result that it will mis-lead the reader about what to expect.

The introductory paragraph is the key; the body of the paper is the keyhole, and the concluding paragraph is the open door.

### ***Academic Integrity***

In addition to details outlined above, this course presupposes that each student will honor the University's Academic Integrity Protocols as summarized here: <http://www.scu.edu/studentlife/resources/upload/Academic-Integrity-Protocol-Document.pdf>

### ***Disabilities Resources***

To request academic accommodations for a disability, students must be registered with Disabilities Resources, located in Benson, room 216. In order to register, please go on-line to [www.scu.edu/disabilities](http://www.scu.edu/disabilities). You will need to register and provide professional documentation of a disability prior to receiving academic accommodations. It is best to read "Required Documentation" on the website before starting the registration process in order to determine what is needed. You may contact us at 408-554-4109 if you have questions. Students must register with Disabilities Resources and provide appropriate documentation to that office prior to receiving accommodations.

## Calendar

(Please note that this calendar is necessarily tentative because of the unpredictability of classroom discussion and presentations. Changes in due dates will be announced as far in advance as possible.)

Note: some of the assigned readings in Gerhart contain introductory materials that extend chronologically beyond the centuries of interest to this course. When you get to such discussions, feel free to skip to them or else to read and consider them.

### PART ONE: THE FIRST THREE CENTURIES

#### Week 1

- 1     Mon, 4 Jan     **Introduction to the Course; The Beginnings of Christianity**
- Read:            N/A  
Presentation:   None  
Presenters:  
Questions:      None  
Due:             Nothing; instead we will decide on presentations, groups and questions
- 2     Wed, 6 Jan     **Christians, Romans, Jews**
- Read:            Gerhart, 161-93; 270-72; Chadwick, 9-31; Wilken *Romans*, 31-47  
Presentation:   The social levels of early Christianity  
Presenters:      \_\_\_\_\_  
Questions:      \_\_\_\_\_
- Due:            Initial Essay**
- 3     Fri, 8 Jan     Cont'd
- Read:            Gerhart, 193-204; Chadwick, 54-73; Wilken *Romans*, 94-125; Jos. Kelly 11-14  
Questions:      \_\_\_\_\_  
Lecture:        The beginning and growth of a very very small Jewish movement

#### Week 2

- 4 Mon, 11 Jan **Second/Third Centuries: Christianity begins to take shape**
- Read: cont'd  
 Presentation: What were the Greco-Roman religions like? Focus on Stoicism and Gnosticism.  
 Presenters: \_\_\_\_\_  
 Questions: \_\_\_\_\_  
 Due: **Term Paper topics**
- 5 Wed, 13 Jan Cont'd
- Read: Gerhart, 213-37; Chadwick 74-83; Wilken *Spirit*, 50-79; Wilken *Romans* 48-67  
 Presentation: The geographical growth of Christianity and why it matters  
 Presenters: \_\_\_\_\_  
 Questions: \_\_\_\_\_
- 6 Fri, 15 Jan Cont'd
- Read: \_\_\_\_\_  
 Questions: \_\_\_\_\_  
 Lecture: Various hypotheses on the growth of Christianity

### ***Week 3***

- 7 Mon, 18 Jan **Holiday: Martin Luther King Day**
- 8 Wed, 20 Jan **Church structure, canon and controversies**
- Read: Gerhart, 5-19; Chadwick, 85-90; von Campenhausen, 148-67 (re Marcion), 210-68 (re Montanus & Montanism) -- note that you do NOT have to read the footnotes in von Campenhausen, which abbreviates your reading by at least 50%) Bruce Chapters One; Four; Twenty-One; Twenty-Two (note: this book is currently unavailable in the library. If it doesn't show up, we'll use the Kindle version.)  
 Presentation: What historical forces brought the Christian canon into being?  
 Presenters: \_\_\_\_\_  
 Questions: \_\_\_\_\_
- 9 Fri, 22 Jan (cont'd)
- Read: \_\_\_\_\_  
 Questions: \_\_\_\_\_  
 Lecture: Canon and canonicity: what's at stake?

## ***Week 4***

10 Mon, 25 Jan **Persecution and Martyrdom**

Read: Gerhart, 237-47; McBrien 8-14 (focus on Sacramentality); Clebsch, 31-61  
Presentation: What happened to Christians' bodies before, during, and after martyrdom?  
Presenters:: \_\_\_\_\_  
Questions:: \_\_\_\_\_

11 Wed, 27 Jan **MidTerm**

Read: N/A  
Presentation: N/A  
Presenters: N/A  
Questions: N/A

12 Fri, 29 Jan **Canon**

Read: (Bruce: Chapters One; Four; Twenty-One; Twenty-Two)  
Questions:: \_\_\_\_\_  
Lecture: The Formation of the Christian Canon

### **PART TWO: POST-CONSTANTINIAN CHRISTIANITY**

## ***Week 5***

13 Mon, 1 Feb **Constantine and the Beginnings of Universal Christianity**

Read: Chadwick, 121-37; Jos Kelly, 14-18  
Presentation: How does the physical evidence (e.g., coins, arches) contribute to our understanding of Constantine's intentions?  
Presenters:: \_\_\_\_\_  
Questions:: \_\_\_\_\_

14 Wed, 3 Feb **The Council of Nicea (325) and Its Aftermath**

Read: Gerhart, 439-41; 492-4; Chadwick, 125-45  
Presentation: Christian architecture before and after Constantine  
Presenters:: \_\_\_\_\_  
Questions:: \_\_\_\_\_



15 Fri, 5 Feb **Christianity and Culture**

Read:

Questions:: \_\_\_\_\_

Lecture: Neo-Platonism

## **Week 6**

16 Mon, 8 Feb **Christianity and Other Religions**

Read: Gerhart, 204-11; 287-97; Chadwick, 116-24; 152-9; 160-73

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

Presenters:: \_\_\_\_\_

Questions:: \_\_\_\_\_

17 Wed, 10 Feb **Monasticism**

Read: Gerhart, 248-70; Chadwick, 174-83; Clebsch, 61-80

Presentation: What was the desert like and how did ascetics live in Egypt? In Syria?  
**AND/OR:** How did sexual renunciation correlate with late ancient understandings of sex, gender, and family systems?

Presenters:: \_\_\_\_\_

Questions:: \_\_\_\_\_

18 Fri, 12 Feb **Trinitology**

Read:

Questions:: \_\_\_\_\_

Lecture: Developing Trinitology: What's at stake?

## **Week 7**

19 Mon, 15 Feb **Holiday: President's Day**

20 Wed, 17 Feb **Trinitological Controversies: Nicea, Arius, Athanasius, the Cappadocians**

Read: Gerhart, cont'd; Chadwick, cont'd; Clebsch, 80-4

Presentation: The contributions of the Cappadocians to Christian theology, including Macrina the Younger.

Presenters:: \_\_\_\_\_

Questions:: \_\_\_\_\_

- 21 Fri, 19 Feb **Trinitology**
- Read:  
Questions:: \_\_\_\_\_  
Lecture: God as three-one; creative theology

## **Week 8**

- 22 Mon, 22 Feb **Christological Controversies: Ephesus, Chalcedon; Pelagius**
- Read: Gerhart, 323-41; Chadwick, 133-51; Jos Kelly, 32-46  
Presentation: Did Christians after Constantine picture Jesus differently? If so, how and why?  
Presenters:: \_\_\_\_\_  
Questions:: \_\_\_\_\_

- 23 Wed, 24 Feb **Cont'd**
- Read: Gerhart, cont'd; Chadwick, cont'd; Kelly, cont'd  
Presentation: Summarize the christological context of, and solution proposed by, Pelagius.  
Presenters:  
Questions:  
**Due: Term Paper**

- 24 Fri, 26 Feb **Christology**
- Read:  
Questions:: \_\_\_\_\_  
Lecture: Christological precision; Christ according to Pelagius and Rahner: the meaning of human being

## **Week 9**

- 25 Mon, 29 Feb **Augustine on Faith and Reason**
- Read: Gerhart, 306-23; Chadwick, 216-25; Wilken *Spirit*, 162-185; O'Donnell  
Presentation: What was the church in North Africa like?  
Presenters:: \_\_\_\_\_  
Questions:: \_\_\_\_\_
- 26 Wed, 2 Mar **Augustine's City of God**

Read: Gerhart, 272-83; Chadwick, 225-35; Wilken *Spirit*, 186-211; O'Donnell  
Presentation: Chief Characteristics of Christian Art  
Presenters:: \_\_\_\_\_  
Questions:: \_\_\_\_\_

27 Fri, 4 Mar **Christianity and Culture**

Read:  
Questions:: \_\_\_\_\_  
Lecture: More on thinking Christianly; Christianity and change

## ***Week 10***

28 Mon, 7 Mar **From Augustine to Gregory the Great**

Read: Chadwick, 174-83;  
Presentation: What changes did Pope Gregory I ("Gregory the Great") make in western liturgy? (See "PR & PR" above for elaboration.)  
Presenters:: \_\_\_\_\_  
Questions:: \_\_\_\_\_

29 Wed, 9 Mar **Wrapup Matters**

Read: (if needed)  
Presentation: Summarize the life and papacy of Pope Vigilius, paying special attention to how he is important in the development of the papacy.  
Presenters:: \_\_\_\_\_  
Questions:: \_\_\_\_\_

30 Fri, 11 Mar **Wrapup Matters**

Read: N/A  
Questions: N/A  
Lecture: N/A unless we need to complete a previous lecture

**Final exam: TBA**

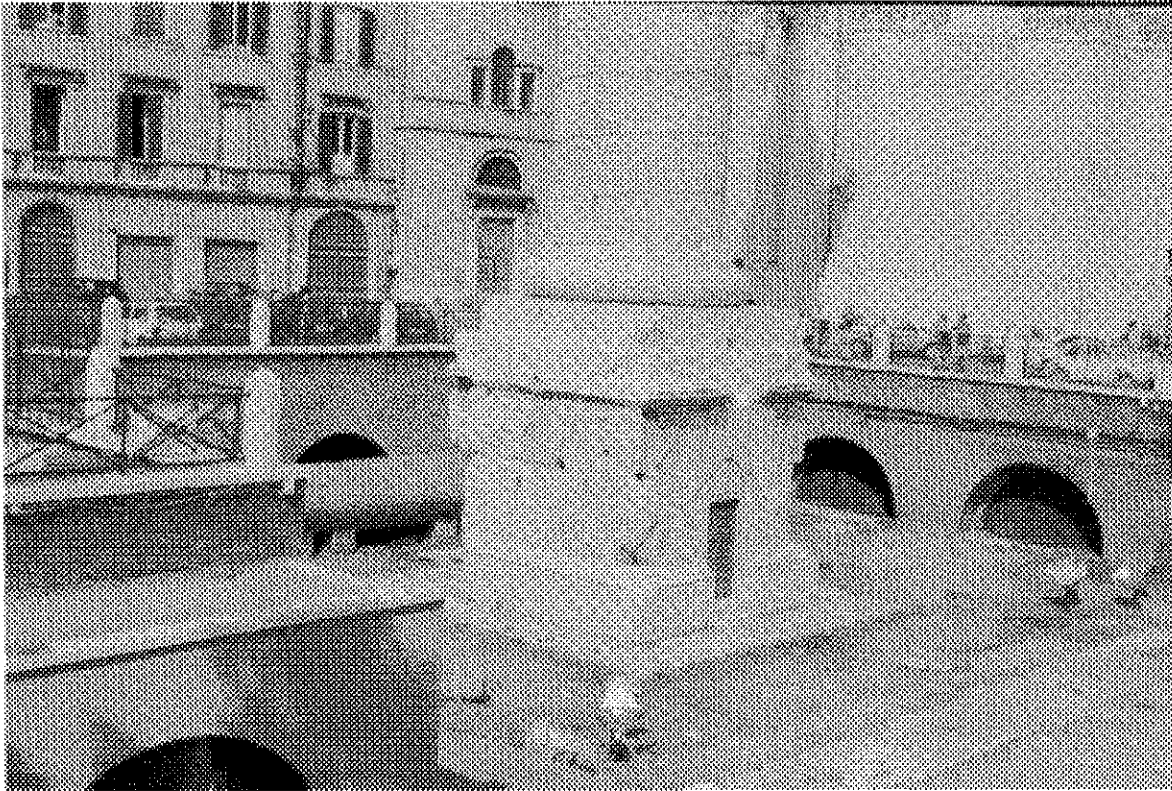
*Pictures of Interest*



First-century statue of Emperor Trajan, enjoying the company of Professor Sally Vance-Trembath, both of whom are standing in front of the Roman Forum then undergoing renovation by the city of Rome (1999).



Trajan's column, originally built by him to celebrate his many accomplishments. His ashes were buried in the pedestal (see next picture). The frieze ascending the perimeter of the column shows his victories and other accomplishments (eg, renovations in Rome). Originally the statue at the top was of him, but was lost sometime in the Middle Ages. Pope Sixtus V installed a statue of St. Peter in its place. It is not known what either Trajan, or Peter, thought of this.



The pedestal at the bottom of Trajan's Column where his ashes were originally laid to rest. From here, one can walk to the top of the column by means of an internal spiral staircase that was architecturally innovative in its day and subsequently copied in many other buildings. This area of Italy is seismically unstable (remember Vesuvius!), but Trajan's Column varies from true perpendicular by a scant .5 degree....over 2,000 years of existence.