

History of Christianity (Circa 4 BCE to 500 CE)

HIST 3003-001 (8725)

TuTH 3:30-4:45, Memorial Hall 0114

Instructor: John Treat
Office: Old Main 510
Office Hours: Thursdays 2:15 to 3:15 and 5:15 to 6:15 p.m. or by appointment.
Contact information: jdt015@uark.edu (Do not use my office phone. It is a shared line no one checks)

Course Objective

The goal of this course is to familiarize the student with key events in the first four centuries of Christianity. Attention will be given to the creation of the New Testament, the changing self-understanding of the church and its political, economic, social fortunes and to the evolution of Christian cultic praxis to help the student better understand the multiple forces that affected the development of the Christian religion. Students will be assessed on their mastery of these concepts through their participation in class discussion and by writing three papers on assigned topics.

Grading

<u>Assignment</u>	<u>Points Possible</u>
Participation	250
Paper 1: Exegesis of the Resurrection (Due Tuesday, Mar. 1)	250
Paper 2: Christianity and the Martyrs (Due Tuesday, Apr. 19)	250
Paper 3: Christian worship (Due Monday, May 9)	250
Total	1000

Grading Scale

A: 900-1000 D: 600-699
B: 800-899 F: Below 600
C: 700-799

Required Texts

Chadwick, *The Early Church*, revised edition (Penguin, 1993, ISBN: 9780140231991)
Johnson, *The New Testament: A Very Short Introduction* (Oxford, 2010, ISBN: 9780199735709)
Perrin, *The Resurrection According to Matthew, Mark, and Luke* (Fortress, 2006, ISBN: 9780800612481)

Bradshaw, *Early Christian Worship: A Basic Introduction to Ideas and Worship*, 2nd ed. (Liturgical Press, 2010) ISBN: 0814624294)

The Bible, (New Revised Standard Version of the Bible (NRSV)), available in print or free online.

Additional required readings are noted in the weekly schedule with a hyperlink to the text. The primary sources generally range from half of a page to 15 pages. While many of these texts are brief, they require careful reading and analysis if you are to be able to participate in our class discussions.

Participation and Attendance

Each week, you will receive a grade for your class participation encompassing both your questions and comments during lectures and your participation in the class discussions we will have each Thursday.

Your lowest two grades out of 16 weeks will be dropped and the remaining 14 averaged to determine your final grade. You will receive interim participation grades in week 6 and week 12.

A	=	dynamic and informed participation
B	=	solid, consistent participation with evidence of a careful reading of the sources
C	=	occasional participation with evidence of having consulted the readings
D	=	present but not participating
O	=	not present and unexcused absence

A comprehensive explanation of attendance grading is available on Blackboard.

A sign in sheet will be circulated each class session. Since attendance is a graded activity, signing in for someone else is a matter of academic dishonesty and will be treated as such. Should illness, family emergency, or university athletic commitments keep you from attending class, you **MUST** provide appropriate documentation to the instructor to avoid receiving a zero. For documented, excused absences, you will receive 7.5 points for the day. Visit uofacares.uark.edu for more information on receiving assistance and proper documentation for absences due to illness and emergencies. Note:

Since two weeks of participation grades will be dropped, these may be used strategically for skips

Promptness: Once the classroom door is closed, you have missed your chance to attend for the day and forfeited your points. Do not come in after the door is closed. If you have a legitimate excuse, as outlined above, follow the procedures you would for any other absence.

Papers

You will write three five-to-seven page (Times 12pt, 1 inch margin, double-spaced) papers during the

course of the semester. The first paper will be a comparison of the accounts of the resurrection of Jesus in the gospels of Matthew, Mark, and Luke. The second will look at the place of martyrdom in the early church against evolving doctrinal ideas and a changing social landscape. The final paper will address the evolution of Christian worship. An instruction sheet will be provided for each paper giving specific information on the expectations for that particular assignment.

You are encouraged to bring your questions and draft papers to my office hours. I am willing to answer simple questions about papers by email, but will only review drafts or answer extensive questions that you bring to me in person during regular office hours or by appointment.

Papers are due electronically on Blackboard before class on the due date. Late assignments will be docked by 10 percent per day.

Contested Grades

If you believe that you have received a lower grade than you deserved on an assignment, please come to my office hours to discuss your grade, but only after at least 24 hours have elapsed. This gives time for your initial reactions to a grade to cool and time for me to be able to review your work with fresh eyes. Bring written points based on the assignment sheet showing why you feel that your grade was in error to make your case.

Academic Dishonesty

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

For further information, a useful video can be found at <http://honesty.uark.edu/students/>. Short summary: cheating (including plagiarism) will result in an F on the assignment, in the course, or possible dismissal from the U of A.

Intellectual Property

State common law and federal copyright law protect my syllabus and lectures. Students are not authorized to record my lectures or electronic presentations or to make any commercial use of them without express prior permission from me. Notes and lectures are for your personal use only.

Electronic Devices

All electronic devices should be muted and stored out of sight before class. If I see a cell phone, tablet, laptop, or other electronic device, you will be asked to leave for the day and will forfeit your participation points for the entire week. Electronic devices are allowed ONLY during class discussions.

ADA Notice

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the Center for Educational Access (479-575-3104 or <http://cea.uark.edu>). The center staff are very helpful and will assist you in documenting your condition and for arranging appropriate accommodations, which may include assigning a note taker to the class, arranging for longer examination times, or other helpful measures.

U of A Cares

If something bad happens in your personal life that will cause you to miss assignments or substantial portions of class, please contact U of A Cares (<http://uofacares.uark.edu> or 479-575-5004) in the Dean of Students Office. Staff can help you navigate troubles, connect you with resources, and contact all of your professors at once so you can stay on track academically.

Inclement Weather

If campus is closed, class will not be held. For those who live off campus, use your best judgment.

Class Norms of Behavior

Respect is key when discussing subjects that engender strong feelings. State your opinions and make your arguments as strongly as possible, but only do so based on historical evidence and solid reasoning. Argue with positions, not other class members. Attacking another class member rather than his or her argument will affect your participation grade and, in some cases, may result in you being asked to leave the course for the day.

Syllabus Changes

The syllabus may change at any point in the course at the instructor's discretion.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe

weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

Follow the directions of the instructor or emergency personnel

Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside

If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building

Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

CALL- 9-1-1

AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.

DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Tentative Schedule

Week 1 (Jan. 19 & 21) Introduction to the Course and the Cultural Context of Early Christianity

Johnson, *The New Testament*, Chapter 1 and Chronology (1-7, 129-130)

Bible: Nehemiah 8 (full chapter)

Lee I. Levine "The Nature and Origin of the Palestinian Synagogue Reconsidered." *Journal of Biblical Literature* 115, no. 3 (October 1, 1996): 425–48.

<http://0-www.jstor.org.library.uark.edu/stable/3266895>

Bernadette J., Brooten, "Female Leadership in the Ancient Synagogue," in *From Dura to Sepphoris*. Ed. Ze'ev Weiss and Lee Levine. *Journal of Roman Archaeology*

Supplementary series 40 (2000) 215–223.

http://people.brandeis.edu/~brooten/Articles/Female_Leadership_in_the_Ancient_Synagogue.pdf

Optional: Chadwick, *The Early Church*, Chapter 1 (9-31)

Discussion: The Temple, the synagogue, and the role of women.

Week 2 (Jan. 26 & 28) An Overview of the New Testament and the Person of Jesus

Johnson, *The New Testament*, Chapters 2-6 (8-59)

Bible: Matthew 1-3, 5-7; Mark 1, 11:12-26; Luke 1-3, 6:17-49

Discussion: “Who do men say that I am?”: What Do the Gospels Say about Jesus?

Week 3 (Feb. 2 & 4) Paul

Johnson, *The New Testament*, Chapters 7-8 (60-94)

Bible: I Thessalonians, Galatians 3-5, Romans 1, 6, 9, 11

Discussion: “One Untimely Born”: How Did Paul Understand Jesus and the Church?

Week 4 (Feb.9 & 11) Johannine Literature and Apocalyptic

Johnson, *The New Testament*, Chapters 9-11 (95-125)

Bible: Mark 13; John 1:1-18, 8:31-59, 15:1-27; Revelation 17:1-18

Perrin, *The Resurrection*, begin reading

Discussion: “Prepare Ye the Way of the Lord”: What Does John Say About Jesus and the Coming of the Kingdom?

Week 5 (Feb. 16 & 18) The Resurrection

Perrin, *The Resurrection*, entire book (ix-84)

Bible: Mark 16:1-20 (Read Mark first to compare his simplicity to Matthew and Luke), Matthew 27:55-28:20, Luke 22:1-24:53

Discussion: “And There Was Darkness over All the Land”: How Do the Resurrection Accounts Differ?

Week 6 (Feb. 23 & 25) The Gnostics

Chadwick, *The Early Church*, Chapter 2, “The Gnostics,” (32-45)

André Gagné, “The Gospel of Thomas and Christian Origins”

<http://www.themontrealreview.com/2009/The-Gospel-of-Thomas-and-Christian-Origins.php>

The Gospel of Thomas

<http://www.earlychristianwritings.com/text/thomas-lambdin.html>

Karen L. King, *The Gospel of Mary of Magdala: Jesus and the First Woman Apostle*
by Karen L. King (Polebridge Press, Santa Rosa, California, 2003), pp. 3-12
<http://www.gnosis.org/library/GMary-King-Intro.html>

The Gospel of Mary Magdalene
<http://gnosis.org/library/marygosp.htm>

First participation grade report

Discussion: “Who do men say that I am?”: Where to Gnosticism and Proto-Orthodoxy Differ?

Week 7 (Mar. 1 & 3) Early Christian Communities

Chadwick, *The Early Church*, Chapter 3 (54-73)
Bible: I Corinthians 1-2, 5, 9, 11, 12; Galatians 3:23-29; I Timothy 3-6; James 2-6; I Peter 2-3

First paper (The Resurrection) due on Blackboard by the beginning of class on March 1)

Discussion: “Varieties of Gifts”: How Do Church Government and Norms Change in the First Century?

Week 8 (Mar. 8 & 10) The Apostolic and Ante-Nicene Fathers

Chadwick, *The Early Church*, Chapters 4-5 (74-93)
Ignatius of Antioch (From Ante-Nicene Fathers, Vol. 1. Edited by Alexander Roberts,
James Donaldson, and A. Cleveland Coxe. (Buffalo, NY: Christian Literature Publishing
Co., 1885.))
Ephesians
<http://www.newadvent.org/fathers/0104.htm>
Smyrnaeans
<http://www.newadvent.org/fathers/0109.htm>

Didache, Chapters 12-16
Kirsopp Lake, *The Apostolic Fathers* (Loeb Classical Library 1912)
<http://www.earlychristianwritings.com/text/martyrdompoly carp-lake.html>

Discussion: “There Is the Catholic Church”: What Changes as the Church Becomes an Institution?

Week 9 (Mar. 15 & 17) Toward Toleration and Martyrdom

Chadwick, *The Early Church*, Chapter 8 (125-132)
The Creed and Canons of the Council of Nicea (From *Nicene and Post-Nicene Fathers*, 2nd
ser., vol. 14. Edited by Philip Schaff and Henry Wace. (Buffalo, NY: Christian

Literature Publishing Co., 1900.))

<http://www.newadvent.org/fathers/3801.htm>

The Maccabean Martyrs, II Maccabees 7, 12:38-46

<https://www.biblegateway.com/passage/?search=2+maccabees+7&version=NRSV>

The Martyrdom of Stephen, Acts 7:1, 7:39-8:3

The Martyrs in Heaven, Revelation: 7:9-17

The Martyrdom of Polycarp

Kirsopp Lake, *The Apostolic Fathers* (Loeb Classical Library 1912)

<http://www.earlychristianwritings.com/text/martyrdompolycarp-lake.htm>

Discussion: How Does Church Polity Change from the Second to Fourth Centuries? How Does the Idea of Martyrdom Change in the First and Second Centuries?

Week 10 (Mar. 22 & 24) Spring Break

Week 11 (Mar. 29 & 31) Establishment, the Development of Doctrine and the Cult of the Martyrs

Chadwick, *The Early Church*, Chapters 10, 11, 13, 16 (152-159, 160-173, 184-192, 237-247)

The Martyrdom of Perpetua and Felicity (From W.H. Shewring, trans. *The Passion of Perpetua and Felicity*, (London: 1931)).

<http://www.fordham.edu/Halsall/source/perpetua.asp>

The Martyrdom of Marinus, Eusebius, *Ecclesiastical History*, Book VII, Chapter 15 (From *Nicene and Post-Nicene Fathers, Second Series*, Vol. 1. Edited by Philip Schaff and Henry Wace. (Buffalo, NY: Christian Literature Publishing Co., 1890.)).

<http://www.newadvent.org/fathers/250107.htm>

The Pilgrimage of Egeria (Etheria), 32-33, 42-44 (From M.L. McClure and C. L. Feltoe, ed. and trans. *The Pilgrimage of Egeria* (London: Society for Promoting Christian Knowledge, 1919)).

<http://www.ccel.org/m/mcclure/etheria/etheria.htm>

Pope Damasus and the Roman Martyrs

Marianne Saghy, “Renovatio Memoriae: Pope Damasus and the Martyrs of Rome,” in *Rom in der Spätantike. Porträt einer Epoche*, ed. Manfred Fuhrmann,. (Artemis and Winkler, 1998): 247-261

https://www.academia.edu/6429997/Renovatio_memoriae_Pope_Damasus_and_the_Martyrs_of_Rome

Discussion: How does the Cult of the Martyrs Function in the Third and Fourth Centuries? Is it a Logical Growth from the Practices of the First and Second Centuries?

Week 12 (Apr. 5 & 7) Introduction to Christian Art and Worship

Chadwick, *The Early Church*, Chapter 18 (258-285)

Magnificat (the song of Mary, Luke 1: 46-55)

Worthy is the Lamb, Revelation 5:11-14

On celebrating the Eucharist, I Corinthians 11:17-34

Ambrose of Milan, "Æterne rerum conditor" (hymn)

<http://www.preces-latinae.org/thesaurus/Hymni/AeterneRerum.html>

The Pilgrimage of Egeria (Etheria) (63-85)

<http://www.ccel.org/m/mcclure/etheria/etheria.htm>

Discussion: Egeria is writing a travelog, not a theological treatise, what does she tell us about the evolution of Christian practice that other authors have not?

Week 13 (April 12 & 14) Baptism

Bradshaw, *Early Christian Worship*, Part II (38-69)

Ambrose of Milan, *De Mysteriis*, Chapters 1-7 (45-63)

https://www.crossroadsinitiative.com/library_article/657/On_the_Mysteries_St_Ambrose_on_the_Sacraments.html

Discussion: (Brief) How Did the Understanding of Baptism as Initiation and Regeneration Develop over the Period We Have Studied?

Week 14 (April 19 & 21) The Eucharist

Bradshaw, *Early Christian Worship*, Part II (2-37)

Didache, Chapters 6-10, 14

Kirsopp Lake, *The Apostolic Fathers* (Loeb Classical Library 1912)

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

Justin Martyr, *First Apology*, Chapters 65-67 (i.e. LXV-LXVII) (From Peter Kirby, "Historical Jesus Theories." *Early Christian Writings*, accessed 19 Aug. 2015)

<http://www.earlychristianwritings.com/text/justinmartyr-firstapology.html>

Ambrose of Milan,

De Mysteriis, Chapters 1, 8-9 (45-46, 63-73)

<https://archive.org/stream/stambroseonmyste00ambr#page/106/mode/2up>

Anonymous, *On the Sacraments*, Book IV, Chapters III-VI (107-116) (From

<https://archive.org/stream/stambroseonmyste00ambr#page/106/mode/2up>

(Ambrose and Anonymous from Ambrose, Saint, Tom Thompson, James Herbert Strawley, and Saint Ambrose. *St. Ambrose. "On the Mysteries" and the Treatise, On the Sacraments, by an Unknown Author*, Tom Thompson and James Herbert Strawley, trans. (London: Society for promoting Christian Knowledge)

Discussion: How Does the Idea of the Eucharist Change from the First to Fourth Centuries?
Are the Ideas of the Real Presence and of Clerical Control of the Sacraments an Innovation?

Second participation grade report.

Second paper (Christianity and the Martyrs) due on Blackboard by the beginning of class on April 19.

Week 15 (Apr. 26 & 28) Liturgical Prayer

Bradshaw, *Early Christian Worship*, Part III (70-93)

The Pilgrimage of Egeria (Etheria) (45-52)

<http://www.ccel.org/m/mcclure/etheria/etheria.htm>

John Cassian, Conference 10, Chapters 10 and 11 (See cite at bottom of web page)

<http://www.osb.org/lectio/cassian/conf/book1/conf10.html#10.10>

Rule of St. Benedict, Chapters 17-20 (From *Saint Benedict's Rule for Monasteries*, Leonard J.

Doyle OblSB, trans. (Collegeville, MN: Liturgical Press, 2001)

<http://www.osb.org/rb/text/toc.html>

Discussion: What was the Role of Liturgical Prayer in the First Four Centuries? What Was Inherited and Appropriated from Other Sources?

Week 16 (May 3 & 5) Catching Up and Concluding

Chadwick, *The Early Church*, Chapters 14, 15, and Conclusion (192-236, 285-290)

Discussion: "As it Was in the Beginning": What Are the Significant Points of Continuity and Rupture in the Centuries We Have Covered? Would the Disciples of Jesus Recognize the Fourth-Century Church?

December 11 - Dead Day

FINAL PAPER DUE MONDAY, May 9 by 5:00 p.m.