Course Description:

In *History of Christianity* we will explore the multi-faceted drama of the world’s largest religion, with some 1.7 billion adherents. Through reading, lecture, video, discussion, and a worship field trip, we will delve into the history of this religion and get acquainted with many disparate personalities. We will study its champions and detractors; its moments of triumph and times of humiliation; its glittering leaders and common followers.

We will survey the earliest days of Christians after Pentecost, their struggle to gain official sanction from political authorities, their turbulence in defining doctrine, and their expansion throughout Europe. Under the rubric of this religion (both Catholic and Orthodox), many very different expressions of faith emerge. We will discuss desert mystics and early theologians, the rise of the papacy and the simplicity of Celtic Christianity, icons and cathedrals, heretics, crusaders, and monks.

In the 1500s, this community of faith divided again, when European Protestants departed the Catholic Church and the two groups struggled with sharing a continent in peace. At the same time, Europeans sailed across oceans and carried Christianity (woven with imperialism) to Africa, Asia and the Americas. As Christianity “went global,” it encountered rationalism and evangelicalism, modernism and fundamentalism. Under the umbrella of “Christianity” one may find individuals of remarkably varied beliefs and expressions of those beliefs. Our course will look at various “brands” of Christians (Catholic, Protestant, Orthodox, and African Independent) in a variety of temporal and cultural settings.

*4 Semester Hours, MA/CS Historical & Global Studies / M.Div. Core*

Course Objectives:

--to understand the fluid story of Christianity as history and to appreciate its divine drama; to gain a mental framework for the growth of our faith

--to relate the present to the past; increasing understanding of the connections between the origins and development of Christianity and modern expressions of the faith

--to note the interactions between religious belief, political developments, and economic and social situations

--to interact with Christian figures of the past through reading and discussion of primary source material

--to wonder and worship while studying the amazing strength and tenacity of Christianity through the centuries
**Required Textbooks:** Secure the *correct edition* of each book. You are welcome to use e-readers for the books by Gonzalez, Jenkins and Ware. But *not* for the Bettenson book. To facilitate class discussions, purchase a *print copy* of Bettenson, 4*th edition*, and bring to each class meeting.


Ware, Timothy. *The Orthodox Church,* 2*nd ed.* Penguin, 1993. On this title only, an earlier edition is acceptable.

Other readings may be assigned.

**Film Viewing:** Outside of class, students will view three films related to the History of Christianity: *Brother Sun, Sister Moon* (1972; Francis of Assisi), *A Man for All Season* (1966; Thomas More), and *Romero* (1989; Oscar Romero). These videos are available through some libraries, Netflix, etc.

**Course Requirements:**

**Attendance, Discussion Leadership and Preparation:** Students are expected to attend all class sessions. Class time will include lecture, informal discussion, student-led discussion of primary sources (Bettenson book), and occasional videos. All students are expected to lead one discussion session during the course (about 20 minutes), and to participate in all discussions.

**Devotions:** To remind us of who we are, and Whose we are, we will begin each class session with about five minutes of Devotions and Prayer. Students will sign up to lead one or two devotions to open our class meetings.

**Maps:** From its birth in Palestine, Christianity expanded out of the Middle East, thrived in Europe, and in time spread throughout the globe. In order to assure a basic geographic foundation, students will draw two maps (one of the Middle East and Europe; one of the World), using any resources desired. Details on the last page of the syllabus.

**Field Trips:** On Sunday morning, March 23, we will worship together at Assumption Greek Orthodox Church of Madison. One other worship experience will be required. As this worship experience is required class time, we will not meet on Friday evening, March 21.
Research Paper: By March 8, students will select a research paper topic in consultation with the instructor. The topic must be directly related to our course and primarily historical (though issues of theology, etc. may certainly be included). Students are encouraged to research a topic that is new to them, in hopes of expanding one’s base of knowledge. I recommend that students use *A Manual for Writers of Research Papers, Theses, and Dissertations, 7th edition*, by Kate L. Turabian. Assignment details will be distributed.

Mid-term and Final Exams: There will be two essay examinations during the semester: an in-class mid-term; and a take-home final. These will be based on assigned readings and material presented during class time (via lecture, discussion and video).

Grading:

- Attendance, Discussion Leadership & Participation, Overall Class Involvement: 10%
- Maps and Film “Responses”: 10%
- Research Paper (due April 12): 40%
- Mid-term Exam (in class on March 22): 20%
- Final Exam (take home; due noon on April 17): 20%

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Note: The information on the syllabus may (and probably will) be altered by announcement in class.

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Class Schedule

--Complete all readings and assignments prior to the class meeting on the date noted.

--The small print below notes some of the key events, movements or individuals of the time period covered; only some of these will be covered during class time.

--Suggestion: We are compressing a full semester into about six weeks. I strongly urge you to read all of the two volumes by Justo Gonzalez before our first class meeting. This will give you a solid foundation for the class, and significantly ease the demands during our weeks of class.

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Due Date Summary (not including reading assignments):

Friday, February 28  Map #1 due
Saturday, March 8  Sign-up for Research Paper topic deadline
                 Film Response #1 due (Brother Sun)
Saturday, March 22 Mid-term Exam (in class)
                 Film Response #2 due (Man for All Seasons)
Friday, March 28  Map #2 due
Friday, April 11  Film Response #3 due (Romero)
Saturday, April 12 Research Paper due
Thursday, April 17 Take-home Final exam due (by noon)

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Friday, February 28.  6:30-9:30 p.m.
--Jews and Greeks--Christians in the First Century
    --Introduction & Getting Acquainted; Clinker Bricks; Jews and Romans; The First Century

    **Reading: Gonzalez, Vol. I : chapters 1-26
    **Map Assignment #1 due: Europe & Middle East (see instructions at the end)

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Saturday, March 1.  8:30 a.m.-4:30 p.m.
--Under the Thumb of Rome (Beginning the Patristic Period)
    --"To Die or Not to Die?" Persecution and the Problem of the Lapsed; (video: Polycarp and Perpetua, 25 minutes); Apologists; Worship Practices in the Early Church; Rise of the Bishops; Gnostics and the Canon; Emperor Constantine & the sign in the sky
--Toleration, Theological Distress, Monks, & an Unlikely Saint
--Donatists; Nicaea, Councils and Creeds; Debate: Arius v. Athanasius; Monasticism; Augustine;
(video: Augustine, 25 mins)

**Reading: Bettenson: Refs to Christianity in Classical Authors (pp. 1-5)
Christianity and Ancient Learning (pp. 5-7)
Church and State (pp. 7-16; stop after “k”)

Bettenson: Edict of Toleration and Edict of Milan (pp. 16-17)
Creeds (pp. 25-28)
Heresies (pp. 37-47)
Doctrine of Augustine (pp. 57-62)

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Friday, March 7. 6:30-9:30 p.m.
--Expansion and the Rise of the Papacy
--Beginning the Early Middle Ages (c. 500-1000); Expansion of Christianity through Charlemagne
(video: St. Patrick, 46 mins); The Papacy: Origins and Controversies; Gregory the Great (c. 540-604); Decline of the Papacy after AD 604; Two Controversies: Predestination and Transubstantiation; optional video: The Vatican Revealed, part one, 50 mins)

**Reading: Gonzalez, Vol. I : chapters 27-38

Bettenson: Christian Worship in the Second Century (pp. 70-71)
Authority of the Holy See (pp. 84-88)

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Saturday, March 8. 8:30 a.m.-4:30 p.m.
--Eastern Orthodoxy & Cluny & the Monks
--Eastern Orthodoxy to 1054; Symphonia; Expansion in the East: Cyril and Methodius; Controversies and the Seven Councils; Humbert and the Schism of 1054; (video: History & Sacraments of the Orthodox Church, #2; 25 mins)
--Beginning the High Middle Ages (c. 1000-1500); Lethargy and the Cluniac Reforms; Francis of Assisi (1181-1226); Heresy and Dominic de Guzman (1170-1221)

--With Scepters, Swords, Prayers and Plaster
--Papacy, the Investiture Crisis, Concordat of Worms, 1122; Church and State: Thomas Becket; Christians Behaving Badly: The Crusades, 1095-1291; Christians Behaving Better: The Mystics; (optional video: The Vatican Revealed, part two, 50 mins); Scholasticism; Cathedrals; Looming Crises

**Reading: Ware (Orthodox Church), all chapters

Bettenson: The Iconoclastic Controversy (pp. 98-99)
The Breach Between East and West (pp. 101-102)
Church and State (on the Investiture Crisis) (pp. 106-116)
(recommended, not required)
Concordat of Worms (pp. 116-117)

Bettenson: Rule of St. Benedict (pp. 122-135)
Rule of St. Francis (pp. 135-140)  (recommended, not required)
Church and Heresy (pp. 140-142)
Anselm’s Proof of God’s Existence (pp. 144-145)
Aquinas on Belief (pp. 148-149)
Wycliffe and the Lollards (pp. 184-193)

**Deadline to sign up for Research Paper topic

**Film Due:  *Brother Sun, Sister Moon* (120 mins) outside of class. One page “response” to one scene in the film that you found compelling. Identify the scene. Why is it compelling? What is your response to it?

Friday, March 21. 6:30-9:30 p.m. No class. Greek Orthodox worship service together on Sunday, March 23 instead.

Saturday, March 22. 8:30 a.m.-4:30 p.m.

--Protestant Reformation Begins
   --Religious Attitudes in Europe in 1500; Martin Luther; Diet of Worms, 1521; Lutheranism; Ulrich Zwingli in Zurich; John Calvin in Geneva; The Institutes; John Knox.
--Anabaptists, Anglicans, and the Catholic Revival
   --Grebel & Manz; Munster; Menno Simons; The Anglican Soap Opera; Reformation Parliament; Mary Tudor; Back in Rome; Mysticism; Jesuits; Council of Trent.

**Reading:  Gonzalez, Vol. II: chapters 1-14

    Bettenson:  The Ninety-Five Theses (pp. 197-203)
                The Diet of Worms (pp. 212-214)
                Calvinism (pp. 226-228)

    Bettenson:  Supremacy Act (pp. 242-243)
                The Jesuits (pp. 261-264)

**Mid-term Exam. At the start of class. 1.5 hours.

**Film Due:  *A Man for All Seasons* (120 mins) outside of class. One page “response” to one scene in the film that you found compelling. Identify the scene. Why is it compelling? What is your response to it?

Sunday, March 23. Worship at the Greek Orthodox Church
Assumption Greek Orthodox Church
11 N 7th St, Madison, WI 53704
(608) 244-1001 agocwi.org
**Friday, March 28.  6:30-9:30 p.m.**

--Wars & Pacifists; Reason and Revelation
  --Wars of Religion; Europe in 1600; Puritans; George Fox; Inner Light; the Backlash; Deism & Enlightenment; Arminians & Calvinists; Pietists; Wesley and the Methodists

**Reading:** Gonzalez, Vol. II : chapters 15-38

Bettenson: Peace of Augsburg (pp. 228-229)
Edict of Nantes (pp. 229-230)
Act against the Puritans (pp. 258-259)
The Millenary Petition (pp. 298-300)
The Quakers (pp. 323-327)
Organization of the Methodists (pp. 334-337)

**Map Assignment #2 due: The World

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**Saturday, March 29.  8:30 a.m.-4:30 p.m.**

--Expansion of Christianity, 1500-1800; British Social Action
  --Exploration; the Americas; Las Casas; Pedro Claver; Asia; Xavier in Japan; Ricci in China; de Nobili in India; Propaganda; the Protestants; William Carey in India; translation of the Bible.
  --Evangelicalism in Britain: Hannah More and Education; Thomas Clarkson and William Wilberforce and slavery; Poor Laws.

--Eastern Orthodoxy, (from 1054) and Africa
  --Overview Orthodoxy 1054-1453; Third Rome Theory; Possessors v. Non-possessors; Uniates; Old Believers; Worship; The Way of the Pilgrim; religion and nationalism; under Communism.
  --Africa: Early Christianity in Africa; Colonialism and Missionaries; Ending the slave trade; Sierra Leone & Crowther; African Independent Churches; Simon Kimbangu; Albert Schweitzer and Luke 16:19-31.

**Readings:** Jenkins, chapters 1-5

Unzen by Shusaku Endo (12 pages, will be distributed in class)

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**Friday, April 11.  6:30-9:30 p.m.**

--Latin America, Academic Challenges, Responding to Modernity
  --Latin America: class and race after colonialism; movements for independence; Catholicism; Protestant inroads; Liberation Theology; Medellin; Helder Camara; Oscar Romero.
  --Science & Darwin; History and Biblical Criticism; Catholicism and Ultramontanists; First & Second Vatican Councils; Protestants: Holiness Movement, Pentecostals; Liberal Theology; Social Gospel; Fundamentalism; the Inerrancy Debates.

**Reading:** Jenkins, chapters 6-10

Bettenson: Doctrine of the Immaculate Conception (pp. 274-275)
Syllabus of Errors (pp. 275-277)
RCC & Social Problems (pp. 279-285)
RCC & the Second Vatican Council (pp. 344-354)

**Film Due:** *Romero* (105 minutes) outside of class. One page “response” to one scene in the film that you found compelling. Identify the scene. Why is it compelling? What is your response to it?

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**Saturday, April 12. 8:30 a.m.-4:30 p.m.**
--Ecumenism, Social Justice and Current Issues
  --Ecumenism; World Council of Churches; Social Justice; Current Issues.
--Catch up and Review
--Discussion relating the stories of past Christians to our own walk of faith.

**Reading:** Bettenson: Quakers against World War One (p. 354)
  The Barmen Declaration (pp. 357-359)
  M. L. King’s Civil Rights Mvmt (pp. 360-361)
  Medellin Conference (pp. 365-366)
  Gutierrez & Liberation Theology (pp. 366-368)
  Ordination of Women (pp. 373-374)
  Fox and Creation Spirituality (p. 378-379)
  Third World Theologians in Solidarity (pp. 383-384)
  Taizé and Reconciliation (pp. 407-408)

**Research Paper due.

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**Thursday, April 16. Take Home Final Exam due by noon.**
MAP Assignment #1: Europe and the Middle East: due Friday, February 28

History makes more sense with knowledge of relevant geography. Prior to the our first class session, draw (or trace) with your own hand a map of Europe and the Middle East—on big paper. Label all of the places below (do not use a “key” list of countries with corresponding numbers) and feel free to add others if you wish. You may use any resources (i.e. atlases) that you need. Do all the work with your own hand. The map should be complete, accurate, neat and clear.

Countries or Regions
- Judea
- Egypt
- Syria
- Asia Minor (now Turkey)
- Macedonia
- Greece
- Italy
- Cyprus
- Crete
- Sicily
- Spain
- France
- Byzantine Empire
- Denmark
- Ireland
- Britain (then label England, Scotland and Wales separately)
- Sweden
- Norway
- Poland
- Arabia
- Russia
- Cappadocia (province of Roman Empire)

Continents
- Europe
- Africa
- Asia (or just label the Middle East)

Cities
- Jerusalem
- Damascus
- Antioch
- Ephesus
- Athens
- Corinth
- Rome
- Alexandria
- Hippo
- Carthage
- Tyre
- Edessa
- Nicaea (or spelled Nicea)
- Constantinople (or Byzantium or Istanbul)
- Whitby (Britain)
- Cluny (France)
- York (Britain)
- London
- Paris
- Kiev
- Prague
- Mecca
- Medina
- Chalcedon
- Milan
- Lyon
- Assisi

Physical Features
- Atlantic Ocean
- Mediterranean Sea
- Black Sea
- Red Sea
- Aegean Sea
- Sinai Peninsula
- Sea of Galilee
- Dead Sea
- Jordan River
- Nile River
- Rhine River
- Danube River
- Iona (island off coast of Britain)
Map Assignment #2: The World—due March 28

In the midst of our study, Christianity “takes off” and becomes a global religion. Prior to our class session on March 28, draw (or trace) with your own hand a map of the whole world—on very big paper. Label the places listed below. The map should be complete, accurate, neat and clear. You may use any resources (i.e. atlases) that you need.

--all modern countries. In grading I will use the country lists at http://www.worldatlas.com/cntycont.htm
--oceans, major rivers, lakes, seas, mountain ranges
--other places or features you consider noteworthy