



Department of Religious Studies
RS 240 / HIST 235

History of Christianity

Winter 2021

Course Outline

Instructor: Professor David Perrin

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Online Office Hours for Professor Perrin: By appointment any time mutually agreeable 10 a.m. – 12 noon and 3 p.m. – 6 p.m. Eastern Standard Time (EST) on Tuesdays and Thursdays. Contact the professor by email a full 24 hours prior to your desired appointment time to reserve time for a telephone conversation or WebEx conversation. Email messages sent Monday to Thursday EST will be responded to within 24 hours. Emails sent on Fridays before 12 noon EST will be responded to by 4 p.m. EST the same day. Emails sent after 12 noon EST on Fridays will be responded to by the end of the workday the following Monday EST.

Course Description:

This course will survey the development of Christianity in its Roman Catholic, Eastern Orthodox and Protestant traditions from the time of Christ to the present. Students will be exposed to the fundamental diversity of the Christian world both in its genesis and in its development. The course aims to facilitate a recognition of religion as a human response to fundamental issues in the human condition. Christianity provides a “case study” of how individuals and communities open to the transcendent attempt to employ their religious sensitivities in response to historically contextualized situations.

There are no in-class or on-line scheduled meeting times for this course. The course is designed for individual study. Appointments with the Professor are encouraged to discuss any points of interest, respond to questions or deepen your understanding of the material.

Learning Objectives:

- A. To understand the fundamental terms and concepts integral to an understanding of Christianity from both transcendental (faith-based) and historical (event-based) perspectives.
- B. To understand Christianity as a response to historical realities inside and outside of Christianity.
- C. To develop a framework that will facilitate systematic reflection on issues important to Christianity.

- D. To assess critically key themes and sources in Christianity.
- E. To articulate informed positions regarding contemporary issues in Christianity.

- **REQUIRED TEXT:**

Weaver, Mary Jo & Brakke, David, *Introduction to Christianity*, 4th edition, Wadsworth, Cengage Learning, 2009.

You may purchase an e-copy of this book through **Vitalsource e-store**:

<https://uwaterloo-store.vitalsource.com/products/introduction-to-christianity-mary-jo-weaver-david-brakke-v1111800529?term=9780495097266>

If you wish to search for a print-copy you might check the used book store run by the Undergraduate Student Association (Feds): **Student Life Centre, Lower Level, Room 0136**. Here is the link to the Feds online store: [online amazon store](https://www.amazon.ca/s?i=merchant-items&me=A1DTRO9CJ102SY): <https://www.amazon.ca/s?i=merchant-items&me=A1DTRO9CJ102SY>.

Alternatively you may search more general on-line availability through Amazon.ca books to see if any print copies are available.

- **RECOMMENDED optional additional resources:**

Clark Kee, Howard; Albu, Emily; Lindberg, Carter; Frost, J. William; Robert, Dana L., *Christianity: A Social and Cultural History*, 2nd Edition, Prentice-Hall, Inc.: Upper Saddle River, NJ, 1998.

Cory, Catherine A. & Hollerich, Michael J., editors, *The Christian Theological Tradition*, 3rd Edition, Pearson Education: Upper Saddle River, NJ, 2009.

Feldmeier, Peter, *The Christian Tradition: A Historical and Theological Introduction*, Oxford University Press, New York/Oxford, 2017.

Hill, Jonathan, *Zondervan Handbook to the History of Christianity*, Oxford: Lion Publishing, 2006.

Keen, Ralph, *The Christian Tradition*, Prentice-Hall, Inc.: Upper Saddle River, NJ, 2004.

Nystrom, Bradley and David Nystrom, *The History of Christianity: An Introduction*, McGraw Hill Companies Inc., New York: N.Y., 2004.

Oxford Concise Dictionary of the Christian Church, Oxford University Press. Various editions are available in the library system.

Work Schedule:

The schedule below is to provide you with a pace of study that will support you completing all requirements for the course in a timely way. It is highly recommended you follow the reading and work schedule as indicated, that is, by the end of the date indicated you will have completed the reading or work indicated in the schedule. You can work ahead of the schedule if you so choose. Do not leave the readings to the last minute – stay on top of the material so you have a chance to think about it and integrate it before moving to the next section.

There are 3 *primary* locations where content for this course is available:

1. **Required Text** “Introduction to Christianity”

2. **Course Reserves** (e-reserve) accessed through the LEARN site: Go to the Home page for this course; scroll down to bottom of the Home page and see on bottom left “Get Course Reserves”; click on “Get Course Reserves” to obtain e-reserves for this course. To view material for a particular week click on the week in question at the top of the list of e-reserve items. Course Reserves contain video clips with the exception of the text for the assignment “Secular Age: Bulwarks of Belief” by Charles Taylor.

Links to the Course Reserve videos *are also embedded* at the relevant spot in the PowerPoint Lectures. These are meant to be viewed as you move through the PowerPoint in question but if you decide you can go back later and view them through the list for the particular week in question as mentioned above in Course Reserves.

3. **PowerPoint Lectures** and **Focus Questions** accessed through LEARN: Go to “Content”; go to “Table of Contents” to access PowerPoint Lectures and Focus Questions by date. Many PowerPoint presentations are based on the material in the Required Text. However, the PowerPoint presentations based on the Required Text are not meant to substitute for your own reading of the Required Text. PowerPoints also bring out complementary material to the Required Text and some PowerPoints treat separate topics not covered in the Required Text.

KEEP IN MIND: Tests, LEARN posts and the assignment are due on the dates/times indicated. Study carefully and reflect upon the PowerPoint slides and Focus Questions (where applicable) that accompany the readings. Not all readings have Focus Questions but at the back of each chapter in the Required Text are “Focal Points for Discussion” to assist you in the integration of, and reflection on, the material. Take some time to reflect on the “Focal Points for Discussion” to deepen your understanding of the chapter in question. Reflecting on the “Focal Points for Discussion” will help you review each section as you move through the course.

To note, again, video links embedded in the PowerPoint presentations are also available through Course Reserves on the LEARN site. This material, often short video clips, is meant to deepen your understanding of the material being presented in the PowerPoint presentation. Don't skip over this material – leave the PowerPoint to view the material and then return to the PowerPoint to continue your study.

LEARN postings on the textbook readings are due by 11:30 p.m. on Thursday of each week.

Week 1 Jan 14

Textbook: Note to Students; God as Revealed in the Bible, Weaver/Brakke, pgs. xix-xx; 1-18.

Course Reserves: To get you started in the Textbook (prior to purchasing your own copy) Chapter 1 “God as Revealed in the Bible” is available. The beginning pages of Chapter 2 “The Context for and Life of Jesus” are included.

Course Reserves: Taylor, Charles: Secular age: The Bulwarks of Belief

LEARN Content: Lecture 1 The Beginnings

Lecture 1 Focus Questions

Week 2 Jan 21 **Textbook:** The Context for and life of Jesus, Weaver/Brakke, pgs. 19-35.

LEARN Content: Lecture 2 Context Formation of a People

Lecture 2 Israel's Expectations Time of Jesus

Lecture 2 Focus Questions

Course Reserves: Josephus and Jesus, A Christian forgery? (video)

Pharisees, Sadducees, Essenes, Zealots (video)

Scribes, Pharisees, and Sadducees (video)

Siege of Masada: What Really Happened? (video)

Work on **Reading Review**, Charles Taylor, “The Bulwarks of Belief,” in *A Secular Age*, 25-61. See instructions below.

Week 3 Jan 28 **Textbook:** The Emergence of the Christian Church, Weaver/Brakke, pgs. 36-51.

LEARN Content: Lecture 3 Emergence of a Church

Lecture 3 Focus Questions

Lecture 3 Councils Debate Incarnation and Redemption

Lecture 3 The First Councils

Course Reserves: Challenges Women in Ministry Faced ... (video)

St. Patrick's Bad Analogies (video)

Women in Early Christianity (video)

Reading Review Due Friday, Jan 29 by 11:30 p.m.: Charles Taylor, "The Bulwarks of Belief," in *A Secular Age*, 25-61. See instructions below.

Review for Test One

Week 4 Feb 4 **Textbook:** Orthodox Christianity and Roman Catholicism: From the Fourth to the Fourteenth Centuries, Weaver/Brakke, pgs. 55-78.

LEARN Content: Lecture 4 Fourth to Fourteenth Centuries

Course Reserves: Charles V and the Holy Roman Empire (video)

Test One Thursday, Feb 4

Week 5 Feb 11 **Textbook:** Aspects of the Reformation, Weaver/Brakke, pgs. 79-100

LEARN Content: Lecture 5 The Reformation

Course Reserves: History 101: The Protestant Reformation (video)

Luther and the Protestant Reformation (video)

Peasant Revolts: World History (video)

Reformation in the Empire (video)

Who Were the Borgias? (video)

Study Week Feb 15-19

Week 6 Feb 25 **Textbook:** The Reformation Continues: Christianity in the Sixteenth, Seventeenth, and Eighteenth Centuries, Weaver/Brakke, pgs. 101-118

LEARN Content: Lecture 6 Sixteen, Seventeen, Eighteen Hundreds

Course Reserves: Deism (Natural vs Revealed Religion...) (video)

 The Deism Philosophy (video)

Review for Test Two

Week 7 Mar 4 **Textbook:** Christianity and Modernity, Weaver/Brakke, pgs. 123-138

LEARN Content: Lecture 7 Christianity and Modernity 19th Cent

Course Reserves: Enlightenment Thinkers (video)

 Kant – What is Enlightenment? (video)

 Secularism (video)

 The Oxford Movement (video)

 What Caused the French Revolution ? (video)

 What is SECULARIZATION? ... (video)

 What Was the Enlightenment? (video)

 What Was the Treat of Westphalia? (video)

Review for Test Two

Week 8 Mar 11 **Textbook:** Modern American Christianity, Weaver/Brakke, pgs. 139-159

LEARN Content: Lecture 8 Premodern, modern and postmodern self

Test Two Thursday, Mar 11

Week 9 Mar 18

Textbook: Worldwide Christianity: Missions, Ecumenism, and Globalization, Weaver/Brakke, pgs. 161-180

LEARN Content: Lecture 9 Worldwide Christianity

Course Reserves: 475 Years of Catholicism in ... (video)
How Did Christianity Come to Africa? (video)
Oscar Romero: A life for God ... (video)
Recalling Liberation Theology (video)
Romero (1989) Trailer ... (video)
Toronto Airport Christian ... (video)

Week 10 Mar 25

Textbook: Christians and the World, Weaver/Brakke, pgs. 185-201

LEARN Content: Lecture 10 Views on the Body
Lecture 10 Christians and the World
Lecture 10 Mysticism and Asceticism

Course Reserves: BBC Extreme Pilgrim ... (video)
Julian of Norwich (video)
Seventh Seal Flagellation ... (video)
Taizé ... (video)
Taizé Brothers ... (video)
The Da Vinci Code ... (video)
The Seventh Seal - Renegade ... (video)
Therese (Trailer) (video)

Week 11 Apr1 **Textbook:** Christians and Their Culture, Weaver/Brakke, pgs. 202-218

LEARN Content: Lecture 11 Christians and Their Culture

Course Reserves: Colleagues react to latest ... (video)

James Loney – Christian ... (video)

Living Truth broadcast ... (video)

The History of the Catholic Worker (video)

Watch an AR-15 Taken Apart ... (video)

What is the Salvation Army? (video)

Review for Test Three

Week 12 Apr 8 **Textbook:** Contemporary Christianity, Weaver/Brakke, pgs. 219-236

Review for Test Three

April 13 **Test Three -- Last Day of Course**

Marking Scheme:

LEARN Postings: 15%

Reading Review, Charles Taylor, "The Bulwarks of Belief," in *A Secular Age*, 25-61: 10%

In-Class Test One: 25%

In-Class Test Two: 25%

In-Class Test Three: 25%

Instructions for Assignments/Essays/Tests etc.:

Reading Review: e-reserve: Charles Taylor, "The Bulwarks of Belief," in *A Secular Age*, 25-61. A copy of this text is available through the LEARN site in e-reserves.

Submit via the LEARN Dropbox a 700-900 word *summary of highlights* of what you consider most important in this chapter. In addition, briefly describe *why* these points, from your point of view, are the most important. Use full sentences and paragraphs. Point form is not acceptable. If using quotes from the text include page numbers in brackets at the end of each quote. To submit: Go to LEARN home for this Course: click "Submit"; click "Dropbox"; click "Summary 'The Bulwarks of Belief'." Due by 11:30 p.m. EST, Friday, January 29, 2021.

Include your name, course name and number, and title of the assignment on the front page.

Although *not a guide* to your *summary of highlights* (the Reading Review assignment) reflect on the following while reading this text:

- What does Taylor mean when he speaks of Europeans in an earlier age having lived in an "enchanted world"?
- What does it mean to you that Taylor speaks of the earlier age being a time when the cosmos was "open," "porous and vulnerable to a world of spirits and powers"?
- What are some of the challenges to understanding the "enchanted" world for someone living "in the mind"?
- Where does meaning reside in the enchanted world and where in a secular world?
- How do *you* react when you read words like possession, devil, exorcism, Satan? Do you regard these things as "threatening"?
- What does it mean to *you* when Taylor asserts: "going against God is not an option in the enchanted world"?
- What was the earlier Christian notion of eternity?
- Considering that most of the history of Christianity is in the enchanted world what challenges does this pose to your task of understanding that history?

LEARN Postings: Up until Thursday, April 8 at 11:30 p.m. EST you will be able to post what you consider to be the most important two or three points from the assigned text for the week in question. In addition, briefly describe why these two or three points, from your point of view, are the most important for the assigned reading. Your original LEARN postings must be a minimum of **10 sentences per posting**, based on the above description, in order to be awarded

the 1.5% per posting. Only one posting per student per week to get the 1.5% mark each week. You must post 10 times in order to get the full 15% for LEARN postings.

Although students may read and comment on the postings of all students such comments/postings based on the work of other students do not count toward your mark awarded for LEARN postings. Please note that the LEARN site closes Thursday at 11:30 p.m. EST each week a reading is assigned; your material needs to be posted prior to that time. Students can read and comment on your postings. The last opportunity for posting is April 8 at 11:30 p.m. EST.

To post: Go to LEARN home for this Course: click “Connect”; click “Discussions”; click on appropriate date for the assigned reading.

Participation: This course is designed to promote engaged critical thinking with the course readings and your personal experience. In order to foster the skill of engaged critical thinking from an informed perspective, I expect you to have done the readings in a timely way as the course progresses. Do not leave the work to the last minute when rushing the work does not lend itself to meaningful reflection.

“Focal Points for Discussion” at the back of each chapter in the textbook could form the foundation for your personal critical reflection. They also form part of the material for the three Tests.

What to call professors: “Professor” or “Doctor” work well for both men and women.

Tests: Two hours is permitted for each test. Tests are accessed on LEARN. Go to LEARN Home page; click on “Submit”; click on “Quizzes” to access the appropriate Test. All three tests are “open book” tests: you may access any material available to you while doing the tests. “Open book” tests still require you to have a solid knowledge of the course material. Without this knowledge you may spend too much time searching for answers to the questions and thus risk not completing the test or rushing at the end. An “open book” test is meant to give you an opportunity to check the odd fact or piece of information when you are not quite sure. So, prepare as if you were writing a “closed book” test and use the opportunity to reference material only when you absolutely need to.

Important Dates to Remember:

January 29 (Friday) by 11:30 p.m. EST Submit in the LEARN Dropbox: Reading Review, Charles Taylor, “The Bulwarks of Belief.”

February 4 Test One

March 11 Test Two

April 8 11:30 p.m.: Last chance to post on LEARN

April 13 Test Three

Course Website Information: LEARN

Using your WatIAM username and password, you can access the course website at:
<http://learn.uwaterloo.ca>

LEARN is a web-based course management system that enables instructors to manage course materials (e.g. posting of resource materials), interact with their students (e.g. drop boxes for student submissions, on-line quizzes, discussion boards, and e-mail students), and provide feedback (e.g. grades and assignment comments). The degree to which LEARN is utilized in a particular course is left to the discretion of the instructor; therefore, you may find a large variance in how LEARN is being used from one course to another.

On the RS 240 / HIST 235 course website, you will be able to:

- . Engage other students
- . Download lecture slides
- . Submit your written assignment
- . Access some reading material
- . Access the three Tests
- . Read announcements
- . View important dates
- . View some of your grades

For further help on LEARN you may visit the help website at:

<https://uwaterloo.ca/learn-help/students>

You may also contact support staff via e-mail at: learnhelp@uwaterloo.ca

Important Note on PowerPoint Presentations by the Professor: The Professor's lecture slides posted on LEARN do not substitute for your own notetaking on the readings or other content in the course. There is content in some PowerPoints that are not included in the Required Text.

Correspondence and Appointments:

Appointments with the Professor are during office hours. When requesting an appointment please indicate your desired date and time of the day (or provide a couple options if you like) a full 24 hours ahead of the desired appointment.

Students using email to contact me must include their first and last names, student number, and course in which they are enrolled *in the email subject line*. Your "@uwaterloo.ca" email account is the preferred account for email communications with the Professor in this course. Commercial email accounts (such as "Hotmail") are sometimes blocked by spam filters. Email is not conducive to discussion and not an alternative way to receive class material and thus will not be used for such. Appointments with the Professor are the appropriate way to deal with your questions and to reflect on course content.

Professors welcome hearing from students, and emails are a great opportunity to practice your skills in professional communication when setting up your appointment with the Professor. Good professional format includes a standard greeting (“Dear Professor or Doctor [name],”); unless it’s well into the semester, identifying yourself (“I’m a student in your RS 240/HIST 235 Class”); using your best grammar; proofreading; and signing off formally (“Sincerely, [your name]”). When you get a response, it’s a good habit to send a note of acknowledgment and, if appropriate, thanks.

Discussion of assignments, class material, or other issues that may arise is welcome to be the subject of discussion during an appointment/conversation with the Professor. In order to be sure I am available during office hours (for example, I am not meeting with another student) it is helpful to make an appointment at least 24 hours ahead of the desired appointment time. However, if you want to take a chance, please feel free to send an email during office hours to see if I am available for a discussion (for example, again, I may be with another student). If I am not available please send me another email to make an appointment with a specific date and time that fits your schedule during office hours.

Late Work

Part of a university education is learning to organize your time given the multiple demands on your time and talent. Planning and organizing ahead to ensure readings and assignments are completed within the deadlines is necessary. Unless an extension is requested in writing (at least 48 hours ahead of a due date/time) – and granted in writing – a penalty of 10% is applied if assignments are not turned in at the time they are due. Thereafter, for each day the assignment is late – calculated as of 4 p.m. – a further 10% penalty is applied. Out of fairness to other students, however, extensions generally aren’t possible because of assignments in other classes. None of us can do our absolute best work all the time; we do the best we can within the limits of a school calendar.

Essay Writing, Formatting, References, etc.: For instructions on how to write and cite correctly please refer to <https://uwaterloo.ca/writing-and-communication-centre>
Also access the following tutorial for excellent information on plagiarism from Indiana University: <http://www.indiana.edu/~istd>

You may use whatever formatting (font size; spacing; and so on) you would like for the assignment as long as it conforms to the instructions for the assignment.

Policies Regarding Illness and Missed Tests; Other Information

Important Information

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage [for more information](#).

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome’s University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome’s University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

[The University of Waterloo Examination Regulations](#) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “[University of Waterloo Verification of Illness](#)” form or it will not be accepted. This form can be obtained from Health Services or on the link provided above. If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

Turnitin.com: Text matching software (Turnitin®) will be used to screen the assignment in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, ask the Professor about the arrangements and alternatives for the use of Turnitin® in this course.