

Conrad Grebel University College University of Waterloo

HIST 235/RS 240 – History of Christianity

Winter 2024

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Class Time: 10:00-11:20 a.m., Tuesday and Thursday

Location: Conrad Grebel University College, Room 1302

Instructor: Dr. David Y. Neufeld

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Office Phone: 519-885-0220 x24201

Office Location: CGUC 2116

Office Hours: 2:30-4:00 p.m., Tuesdays and Thursday and by appointment

Course Description

This course will lead you to a deeper understanding of the history of Christianity along two paths. First, we will trace the immense scope of this religion's expansion from unlikely beginnings to emergence as a global religion. We will pay particular attention to cross-cultural interactions and developments outside of the Global North. Second, through critical analysis of source evidence, we will measure the influence of larger developments on the experience of local communities and individual lives. This course will provide an introduction to the diversity of Christian beliefs and practices. It will also address how Christians have related to one another and to their societies. In addition to examining convictions, we will explore the great variety of Christian ways of life and forms of political, social, and cultural expression through a historical lens.

While introducing you to important contexts, events, and people in the history of Christianity, this course invites you to engage in the techniques of historical research and interpretation yourselves. As historians in training, you will learn how to better discern the significance of primary sources, evaluate the arguments of other scholars, and present original conclusions about the past and its connection to the present. History requires you to think critically, use information effectively, understand and value difference, and communicate well-informed arguments. This course will help you develop skills that you will continue to use in the future.

Course Goals and Learning Outcomes

Upon completion of this course, you should be able to:

- A. Identify significant events, ideas, traditions, and people in the history of Christianity.
- B. Assess the impact of contexts, values, interests, and needs on primary sources.
- C. Critique historical arguments through the evaluation of evidence.
- D. Synthesize evidence from sources of information about the past to contextualize ideas and actions in the present.
- E. Formulate arguments about change over time and present them persuasively in writing.

Required Texts

- Martin Marty, *The Christian World: A Global History* (New York: Modern Library, 2007).
 - Available through the W Store.
- All other required course readings will be posted under the “Content” tab on LEARN.

Course Requirements and Assessment

I will supplement this brief overview with more detailed assignment instructions at appropriate times throughout the semester.

Assessment	Date of Evaluation	Weighting
Class Engagement/Quizzes (3)	Quiz dates on LEARN	25%
Primary Source Analyses (2)	11:59 p.m. the day before the reading is discussed in class	20%
Secondary Source Analyses (2)		20%
Proposal/Annotated Bibliography	11:59 p.m., Mar. 1	10%
Final: Local Christianities Analysis	11:59 p.m., Apr. 12	25%

Total		100%

Class Engagement/Quizzes

I expect you to demonstrate active engagement with the course material in the following ways:

1. Participation in class, as demonstrated through attendance, attentiveness, and thoughtful engagement with peers and instructor in discussion.
2. Completion of short in-class writing and historical skill-building exercises.
3. Three short-answer quizzes (50 min.) on course content, assessed through LEARN.

Primary Source Analyses (500 words)

You will write two 500-word analyses of a primary source which you select from the list of course readings. In each essay, you will (1) describe the content of the primary source and place it in context, (2) identify an interpretive challenge the source presents, and (3) explain one way that the source is significant to our understanding of the history of Christianity.

Secondary Source Analysis (500 words)

You will write two 500-word analyses of a secondary source from the list of course readings (other than Marty). In your essay, you will answer the following questions: (1) What is the author’s thesis?; (2) How does the author use primary sources?; and (3) How does the author engage the work of other historians?

Proposal/Annotated Bibliography (3 pages)

This is a preparatory step for your final assignment (see description below). In your one-page proposal, you should address the following questions:

- What is the topic of your analysis?
- What is your guiding research question?
- What type(s) of evidence will you draw on?
- What will we learn as the result of the proposed project? Why is it worth knowing?

In your two-page annotated bibliography, you will present the content of five secondary sources that will allow you to place your object of analysis in historical perspective and link it to broader phenomena in Christian belief and/or practice.

Final Assignment: Local Christianities in Historical Perspective (6 pages)

In this course, we ground study of the centuries-long, global development of Christianity in examination of the experiences of particular communities and individuals. In this summative assignment, you will do the same by analyzing *one* current, local manifestation of Christian ways of life or forms of political, social, and cultural expression through a historical lens. This will require you to (1) observe and describe a local Christian ceremony, action, material object (e.g. place of worship, musical instrument, sign, etc.), or artwork; (2) flesh out a historical context for what you've observed; and (3) link the particular element of local Christian life you've chosen to broader phenomena in Christianity. Your final submission—a six-page, double-spaced written analysis—should address these three objectives in roughly equal proportion. You have freedom to select your topic, but ideas require my approval through a conversation about your proposal and annotated bibliography.

Course Outline

The following schedule of topics may change to reflect the pace of the course. I will announce changes in class and through LEARN. Note: All readings must be completed *before* the meeting date for which they are assigned. (P) identifies primary source readings and (S) identifies secondary source readings.

I: Beginnings

Date	Topics	Readings
Jan. 9	Course Introduction: Questions and Approaches	
Jan. 11	A Millennium of Beginnings: Israel, Greece, and Rome	Marty, chapter 1
Jan. 16	Jesus and the Kingdom of God	New Testament: Sermon on the Mount; selection of parables; Passion narratives (P)
Jan. 18	New Directions: Paul and the Apostles	New Testament: Pentecost narrative; Saul's conversion; Peter's vision (P)

II: The First Asian Episode

Date	Topics	Readings
Jan. 23	Unity and Diversity in a Marginal Church: The Canon	Paula Fredricksen, "Paul and Augustine: Conversion Narratives, Orthodox Traditions, and the Retrospective Self" (S)

Date	Topics	Readings
Jan. 25	Boundaries Defined: Constantine, Creeds, and Councils	Marty, chapter 2 Creeds (P)

III: The First African Episode

Date	Topics	Readings
Jan. 30	African Church Fathers and Christianities	Kleiner and Belcher, ed., “The Cannibal of Qəməṛ” (P)
Feb. 1	Christians Under Islamic Rule	Marty, chapter 3

IV: The First European Episode

Date	Topics	Readings
Feb. 6	New Sacred Landscapes: Monasticism and Christianization	Marty, chapter 4 Plan of St. Gall Monastery (P)
Feb. 8	Latin Christendom: Popes and Lords, Crusades and Schisms	One selection from Miri Rubin, ed., <i>Medieval Christianity in Practice</i> (P) Pope’s Speech at Clermont; excerpts from Lateran IV; <i>Unam Sanctam</i> (P)

V: The Second European Episode

Date	Topics	Readings
Feb. 13	Christendom Fractured: European Reformations	Marty, chapter 5 “The Bible in Print, 1450-1700,” online exhibition, Newberry Library
Feb. 15	European Religious Wars and Religious Peace(s)	Benjamin Kaplan, “Fictions of Privacy” (S) The Edict of Nantes (P)

VI: The Latin American Episode

Date	Topics	Readings
Feb. 27	The Religious Requirements of the Iberian Conquest	Marty, chapter 6 Spliesgart and Koschorke, eds., “The <i>Requerimiento</i> and Criticism of It” (P)
Feb. 29	The (Long) <i>Conquista</i> : Indigenous and European Religious Encounters	Jennifer Scheper Hughes, “The Sacred Art of Counter-Conquest: Material Christianity in Latin America” (S)
Mar. 5	Christianity, Capitalism, and Liberation	Excerpts from “The Gospel of Solentiname” (P) Spliesgart and Koschorke, eds., “The Second Vatican Council and Its Reception” (P)

VII: The North American Episode

Date	Topics	Readings
Mar. 7	Turtle Island, a New Israel, a New Egypt: Vast Early America for Christians	Rebecca Anne Goetz, <i>The Baptism of Early Virginia: How Christianity Created Race</i> , 86-111 (S)
Mar. 12/Mar. 14	Student Meetings/ Awakenings and Revivals	Marty, chapter 7

Date	Topics	Readings
Mar. 19	Liberalism and Fundamentalism	Source excerpts from the Scopes “Monkey” Trial (P)

VIII: Second African and Asian Episodes

Date	Topics	Readings
Mar. 21	The Limits of Colonial Mission	Marty, chapters 8 and 9
Mar. 26	Christianities of the Global South I	Lamin Sanneh, <i>Disciples of All Nations: Pillars of World Christianity</i> , 243-87 (S)
Mar. 28	Christianities of the Global South II	Asonzeh Ukah, “The Salvation Economy of African Megachurches” (S) <i>or</i> Esther Mombo, “Women in African Christianities” (S) Spliesgart and Koschorke, eds., “Church and Apartheid in South Africa” (P)

IX: Unfinished Episodes

Date	Topics	Readings
Apr. 2	Christians and Global Culture Wars	Excerpt from Daniel Vaca, <i>Evangelicals Incorporated: Books and the Business of Religion in America</i> (S) Sonia Corrêa, David Paternotte, and Roman Kuhar, “The Globalisation of Anti-Gender Campaigns”
Apr. 4	Course Conclusion: Questions and Approaches	Marty, chapter 10

Course Policies

Style and Submission Guidelines and Policy on Late Work

All written assignments should be double-spaced and use 12-point font and one-inch margins. When direct citations to sources are necessary, please use footnotes in accordance with The Chicago Manual of Style, 16th edition. Consult the Chicago Style Citation Quick Guide at http://www.chicagomanualofstyle.org/tools_citationguide.html. Further information and links to sample citations are available here: https://lib.uwaterloo.ca/web/online-reference-shelf?toc_id=14.

Proper spelling and grammar and the clarity of your writing—in short, evidence of careful editing and proofreading—influence the reader’s ability to understand your ideas, and may impact your grade.

All individual writing assignments must be uploaded as Microsoft Word documents to appropriate submission folders under the “Assignments” tab on the course LEARN page by 11:59 p.m. on the due date. Please save your assignment submission receipts (that arrive via email) until the assignment has been returned to you. This will help us clear up any confusion about whether an assignment is submitted on time or not. If you do not receive a receipt, this means that your assignment was likely not accepted by LEARN. You will need to resubmit it.

Submission deadlines are firm, but I will make accommodations in the case of necessity at my discretion. If you anticipate difficulties in submitting your work by a deadline, please be in touch with me as soon as you can.

University policy regarding grades and grading systems is available [here](#).

Attendance Policy

Attendance is evaluated through your presence at and engagement in in-person class meetings and forms part of your class engagement grade.

Information on Plagiarism Detection

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information.

Policy on Use of Generative AI

This course is designed to foster the independent development and practice of specific skills in the discipline of history. Therefore, the use of Generative artificial intelligence (GenAI) that is trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, is not permitted in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment, is considered a violation of [Policy 71](#) (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author's original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage ([ICAI](#), n.d.). Please be aware that generative AI is known to falsify references to other work and may fabricate facts and inaccurately express ideas. GenAI generates content based on the input of other human authors and may therefore contain inaccuracies or reflect biases.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. More information is available from the Copyright Advisory Committee:

<https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence>

Students are encouraged to reach out to campus supports if they need help with their coursework including:

- [Student Success Office](#) for help with skills like notetaking and time management
- [Writing and Communication Centre](#) for assignments with writing or presentations
- [AccessAbility Services](#) for documented accommodations
- [Library](#) for research-based assignments

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 [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. Check [the Office of Academic Integrity](#) for more information. 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 Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Note for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall, Room 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 AccessAbility Services at the beginning of each academic term.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information