

Conrad Grebel University College
University of Waterloo

HIST 235/RS 240 – History of Christianity

Winter 2022

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

* Until we are able to meet again in person, I will hold synchronous class meetings every Thursday on Zoom (see below for more details). Apart from the course textbook, all other course materials are available on LEARN.

Instructor: Dr. David Y. Neufeld

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Office Location: CGUC 2125

Office Phone: 519-885-0220 x24201

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

* Until in-person appointments are again possible, you can arrange virtual meetings with me on Zoom. See the course homepage on LEARN for details.

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. 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 Format:

This course takes place during its own moment in history, marked by disruptions brought on by COVID-19. While I look forward to returning to the classroom with you all soon, I've made an effort to reorganize and deliver the course with our current (and hopefully temporary!) need to be apart in mind. Until we return to in-person instruction, we will keep every Thursday meeting synchronous, gathering on Zoom at the assigned class time as a group. I will begin these sessions with a brief presentation (which I will record). However, we will privilege open, unrecorded discussion of assigned readings and other materials during this time. I will make all other course resources—including video lectures—available on LEARN. You may work through these when you are able, in accordance with the schedule laid out below. Should I become ill and need to miss our synchronous meeting, I may supplement listed resources on LEARN to ensure continuous progression through course topics.

In this way, I am confident we will have an excellent and rigorous learning experience with plenty of opportunities for collective interaction. I realize these conditions require patience and flexibility. I hope we can offer these to one another. If, at any point during the semester, you are unable to meet requirements laid out in this course outline, we can communicate about alternatives.

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 produce a historical argument.
- E. Formulate arguments about change over time and present them persuasively in a variety of forms.

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
Quizzes (3)/Historical Practice Assignments/Class Participation	Quiz dates on LEARN	15%
Primary Source Analyses (2)	11:59 p.m. the day before	20%
Secondary Source Analyses (2)	the reading is discussed in class	20%
Annotated Bibliography/Proposal	11:59 p.m., Feb. 18	15%
Final Essay/Unessay	11:59 p.m., Apr. 11	30%

Total		100%

Class Participation/ Quizzes/Historical Practice Assignments:

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

1. As is possible, participation in synchronous meetings (attendance, attentiveness, and thoughtful engagement with peers and instructor in discussion), and completion of course video lectures and readings, evaluated through LEARN's viewing record.
2. Completion of short skill-building historical practice assignments in class and on LEARN.
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) briefly describe the content of the primary source, (2) contextualize the source using your knowledge of course lectures and/or readings, and (3) demonstrate the source's significance to our understanding of the history of Christianity. The majority of your piece should focus on this last task.

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, and how do they prove it?; (2) How does the author use primary sources?; (3) How does the author engage the work of other historians?

Proposal/Annotated Bibliography (3 pages):

This is a preparatory, intermediate step for your final essay/unessay, which allows you to put the historical practices you develop over the course of the semester to work in a piece of original research (see description below). In your one-page proposal, you should address the following questions:

- What is the topic of your research?
- What is your guiding research question?
- What will we learn as the result of the proposed project? Why is it worth knowing?
- How will we know that your conclusions are valid?

In your annotated bibliography, you will present the content of two primary sources and three secondary sources that will demonstrate the viability of your project. You may use assigned course materials if you wish.

Final Essay/Unessay:

In Zora Neale Hurston's words, "Research is formalized curiosity; it is poking and prying with a purpose." In the discipline of history, scholars produce knowledge about the past through examination of primary source evidence and engagement with the findings of other scholars (usually in the form of scholarly articles and books). This final assignment allows you to put the historical practices you have developed over the course of the semester to work in a piece of original research that falls within the scope of the course. You may present your findings in the form of a research essay (5-7 pages) *or* as an unessay, a free format that allows you to make a historical argument outside the creative bounds of a traditional essay. You select the topic, choose a mode of presentation, and submit your work for feedback and evaluation. My hope is that this flexibility will allow you to play to your strengths and, thereby, to model the variety through which historical knowledge can be communicated. Both essay and unessay ideas require my approval by means of evaluation of your proposal and annotated bibliography.

Course Outline:

The following schedule (excepting assignment due dates) 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.

I: Beginnings

Date	Topics	Readings
Jan. 6	Course Introduction: Questions and Approaches	
Jan. 11	A Millennium of Beginnings: Israel, Greece, and Rome	Marty, chapter 1
Jan. 13	Jesus and the Kingdom of God	New Testament: Sermon on the Mount; selection of parables; Passion narratives
Jan. 18	New Directions: Paul and the Apostles	New Testament: Pentecost narrative; Saul's conversion; Peter's vision Paula Fredricksen, "Paul and Augustine: Conversion Narratives, Orthodox Traditions, and the Retrospective Self"

II: The First Asian Episode

Date	Topics	Readings
Jan. 20	Unity and Diversity in a Marginal Church: The Canon	Noncanonical Writings: The Gospel of Thomas; The Ascension of Isaiah
Jan. 25	Boundaries Defined: Constantine, Creeds, and Councils	Marty, chapter 2 Creeds

III: The First African Episode

Date	Topics	Readings
Jan. 27	African Church Fathers and Christianities	Kleiner and Belcher, ed., "The Cannibal of Qəmər"
Feb. 1	Christians Under Islamic Rule	Marty, chapter 3

IV: The First European Episode

Date	Topics	Readings
Feb. 3	New Sacred Landscapes: Monasticism and Christianization	Marty, chapter 4 Plan of St. Gall Monastery
Feb. 8	Latin Christendom: Popes and Lords, Crusades and Schisms	Selection from Miri Rubin, ed., <i>Medieval Christianity in Practice</i> Pope's Speech at Clermont; excerpts from Lateran IV; <i>Unam Sanctam</i>

V: The Second European Episode

Date	Topics	Readings
Feb. 10	Christendom Fractured: European Reformations	Marty, chapter 5 "The Bible in Print, 1450-1700," online exhibition, Newberry Library

Date	Topics	Readings
Feb. 15	European Religious Wars and Religious Peace(s)	Natalie Zemon Davis, "The Rites of Violence: Religious Riot in Sixteenth-Century France" The Edict of Nantes

VI: The Latin American Episode

Date	Topics	Readings
Feb. 17	The Religious Requirements of the Iberian Conquest	Marty, chapter 6 Spliesgart and Koschorke, eds., "The <i>Requerimiento</i> and Criticism of It"
Mar. 1	The (Long) <i>Conquista</i> : Indigenous and European Religious Encounters	Jennifer Scheper Hughes, <i>The Church of the Dead: The Epidemic of 1576 and the Birth of Christianity in the Americas</i> , 135-174. Spliesgart and Koschorke, eds., "Indian and Mestizo Voices"
Mar. 3	Christianity, Capitalism, and Liberation	Joaquín M. Chávez, "Catholic Action, the Second Vatican Council, and the Emergence of the New Left in El Salvador (1950-1975)" Spliesgart and Koschorke, eds., "The Second Vatican Council and Its Reception"

VII: The North American Episode

Date	Topics	Readings
Mar. 8	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
Mar. 10	Awakenings and Revivals	Marty, chapter 7
Mar. 15	Student Meetings	
Mar. 17	Liberalism and Fundamentalism	Margaret Bendroth, "Time, History, and Tradition in the Fundamentalist Imagination"

VIII: Second African and Asian Episodes

Date	Topics	Readings
Mar. 22	Colonialism and the Limits of Colonial Mission	Marty, chapters 8 and 9
Mar. 24	Christianities of the Global South I	Lamin Sanneh, <i>Disciples of All Nations: Pillars of World Christianity</i> , 243-87
Mar. 29	Christianities of the Global South II	Emily Achieng Akuno, "Church Music in Africa: Space for Enculturation and Transformation" <i>or</i> Esther Mombo, "Women in African Christianities" Spliesgart and Koschorke, eds., "Church and Apartheid in South Africa"

IX: Unfinished Episodes

Date	Topics	Readings
Mar. 31	Christians and Global Culture Wars	Excerpt from Daniel Vaca, <i>Evangelicals Incorporated: Books and the Business of Religion in America</i> Sonia Corrêa, David Paternotte, and Roman Kuhar, “The Globalisation of Anti-Gender Campaigns”
Apr. 5	Course Conclusion: Questions and Approaches	Marty, chapter 10

Course Policies

Style and Submission Guidelines and Policy on Late Work

All individual writing assignments should 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.

Submission deadlines are firm, but I will make accommodations as needed. If you anticipate difficulties in submitting your work by a deadline, please be in touch with me as soon as you can.

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, 17th edition. Consult the Chicago Style Citation Quick Guide at http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html. Further information and links to sample citations are available here: https://lib.uwaterloo.ca/web/online-reference-shelf?toc_id=14.

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

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.

Attendance Policy

I will evaluate attendance—the completion of course lectures and readings—through presence at synchronous/in-person meetings and through LEARN’s viewing record. Attendance forms part of your class participation grade.

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.

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her 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](#).

Grievance

A student who believes that a decision affecting some aspect of his/her 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.

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 he/she has 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 extension (NH 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.

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

Due to COVID-19 and campus closures, services are available only online or by phone.

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) 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