



Department of Religious Studies
RS 240 / HIST 235

History of Christianity

Winter 2019

Tuesday & Thursday 2:30 - 3:50 p.m. Room: SJ1 3027

Course Outline

Instructor: Professor David Perrin

Office: SJ2 2026 Office Phone: 519-884-8111 x28307

Email: dperrin@uwaterloo.ca

TA: Professor Bhim Aryal; Office Hours Monday/Wednesday (contact to set time)

Email: b2aryal@uwaterloo.ca Phone: 519-591-9065

Office Hours for Professor Perrin: By appointment any time mutually agreeable; Tuesday and Thursday 1:30 – 2:15 p.m. Email received Monday to Thursday will be responded to within 48 hours. Email received on Friday will be responded to by the end of the workday the following Monday.

Course Description:

This course has a strictly enforced “Electronic Device Policy.” See pages 8-9 below.

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.

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.

Note: The Professor reserves the right to adjust and assign student seating in the course in order to maximize the pedagogical strategies and learning objectives for which this course is designed.

- **REQUIRED TEXT:**

Weaver, Mary Jo & Brakke, David, *Introduction to Christianity*, 4th edition, Wadsworth, Cengage Learning, 2009. – Available at UW Bookstore

- **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.

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

Class Schedule (Note: Some changes may need to be made to this schedule as the course progresses. Updates will be announced in class. Class assignment and test dates *will not* change.)

Your reading serves as background for the lectures, but may not absolutely correspond to the lecture material of a given class. If you have any questions about the readings it is your responsibility to raise them either in class or during office hours.

LEARN postings on the text book readings are due by Monday 10 p.m. -- the day before the Tuesday class of each week.

Week 1 Jan 8/10 Note to Students; God as Revealed in the Bible, Weaver/Brakke, pgs. xix-xx; 1-18. (Exception to policy on posting on LEARN: you may post on this reading up until Wednesday, January 9 at 10 p.m.)

- Week 2 Jan 15/17 The Context for and life of Jesus, Weaver/Brakke, pgs. 19-35.
- Week 3 Jan 22/24 The Emergence of the Christian Church, Weaver/Brakke, pgs. 36-51.
Reading Review Due Tuesday, Jan 22 by 4 p.m.: Charles Taylor, “The Bulwarks of Belief,” in *A Secular Age*, 25-61. See instructions below.
- Week 4 Jan 29/31 Orthodox Christianity and Roman Catholicism: From the Fourth to the Fourteenth Centuries, Weaver/Brakke, pgs. 55-78.
Test One Thursday, Jan 31.
- Week 5 Feb 5/7 Aspects of the Reformation, Weaver/Brakke, pgs. 79-100
- Week 6 Feb 12/14 The Reformation Continues: Christianity in the Sixteenth, Seventeenth, and Eighteenth Centuries, Weaver/Brakke, pgs. 101-118
- Study Week Feb 18-22: No Class**
- Week 7 Feb 19/21 Christianity and Modernity, Weaver/Brakke, pgs. 123-138
- Week 8 Feb 26/28 Modern American Christianity, Weaver/Brakke, pgs. 139-159
Test Two Thursday, Feb 28
- Week 9 Mar 5/7 Worldwide Christianity: Missions, Edumenism, and Globalization, Weaver/Brakke, pgs. 161-180
- Week 10 Mar 12/14 Christians and the World, Weaver/Brakke, pgs. 185-201

Week 11 Mar 19/21 Christians and Their Culture, Weaver/Brakke, pgs. 202-218

Week 12 Mar 26/28 Contemporary Christianity, Weaver/Brakke, pgs. 219-236

Test Three Thursday, Mar 28 * Last Day of Course

Marking Scheme:

Participation/Attendance: 15%

LEARN Postings: 10%

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

In-Class Test One: 20%

In-Class Test Two: 20%

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. Book also available *on reserve* in SJU Library. 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’.”

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 Monday, March 25 at 10 p.m. you will be able to post what you consider to be the most important two or three points from the assigned text for the class 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 that day. 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. 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. They will, however, be factored into your general Participation mark for this course. Please note that the LEARN site closes at 10 p.m. Monday the day before each class a reading is due; your material needs to be posted prior to that time. Students can read and comment on your postings. The last opportunity for posting is March 25 at 10 p.m..

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

In-Class Attendance/Participation: This course is designed to promote engaged critical thinking with the course readings, your personal experience, and the material presented in the classroom. In order to foster the skill of engaged critical thinking and to dialogue with other members of the class from an informed perspective, I expect you to have done the readings prior to class, come to the class with prepared questions and/or commentary on the readings, and interact with your colleagues during class discussion times.

On each day when readings are due you will have the opportunity to bring forward specific points you found of interest for classroom discussion. “Focal Points for Discussion” at the back of each chapter could be part of the classroom discussions; they also form part of the material for the In-Class Tests. Questions for discussion from the readings are also welcomed. Both regular attendance and preparation are necessary for successful class meetings and success in this course.

Attendance/Participation includes all the ways you contribute to the life of the class: bringing up and responding to questions, listening actively to others, following up on others’ comments, maintaining eye contact with those speaking and those to whom you’re speaking (not just the instructor), on-task participation in small groups, treating others with respect, coming to class on time, being prepared. Here’s a basic outline of how contributions are graded:

A (80%-100%) = Excellent: solid attendance, active attention and participation, frequent (almost every class) substantive spoken contributions

B (70%-80%) = Very Good: solid attendance, active attention, occasional (most classes) substantive spoken contributions

C (60%-70%) = Good: solid attendance, fairly active attention, rare spoken contributions

D (50%-60%) = Fair: irregular attendance and attention, rare or no substantive spoken contributions on the “Focal Points for Discussion”

E (0% - 50%) = Poor: substantial number of classes missed (>5); little or no active participation

Attendance will be taken and factored into your Participation/Attendance mark. Missing more than one (1) class meeting will result in the loss of 1.5 marks out of the fifteen (15) Participation/Attendance marks for each class missed. Arriving late or leaving early will also factor into your Participation/Attendance mark on a pro-rated basis. Health reasons, with submission of appropriate documentation from UW, the “[University of Waterloo Verification of Illness](#)”, may exempt you from this policy. Decisions will be made on a case by case basis.

Policy on Food in the Classroom: No snacks or food of any kind is permitted in the classroom before class starts, during class breaks, or during class meeting times. Only hot and cold drinks may be brought into the classroom and consumed during class meeting times.

Asking Questions: You are encouraged to ask questions during lectures being given by the Professor. Raising your hand will signal you have a question. I’ll stop to respond to the question at an opportune time shortly thereafter. However, depending on your question, the question will be entertained immediately or held for a response later in the lecture.

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

In-Class Tests: The In-Class Tests are written. They will be based on the compulsory readings and the lecture material presented by the Professor in class.

Important Dates to Remember:

January 22 by 4 p.m. LEARN Dropbox: Reading Review, Charles Taylor, “The Bulwarks of Belief.”

January 31 In-Class Test One

February 28 In-Class Test Two

March 28 In-Class Test Three

March 25 10 p.m.: Last chance to post on LEARN

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 select lecture slides
- . Submit your written assignment
- . Access some reading material
- . Read announcements
- . View important dates
- . View some of your grades

Important Note on PowerPoint Presentations by the Professor: The Professor's select lecture slides posted on LEARN do not substitute for your own notetaking during class lectures. Not all slide presentations are posted on LEARN. Some lectures given by the Professor may be without the use of slide presentations. You are responsible for all material presented or discussed in class (by either students or the Professor) whether posted on LEARN or not.

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

Correspondence and Appointments:

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.

Professors welcome hearing from students, and emails are a great opportunity to practice your skills in professional communication. Good professional format includes a standard greeting ("Dear Professor [name,]"); unless it's well into the semester, identifying yourself ("I'm a student in your 9:00 section"); 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 at class or during office hours. In order to be sure I am available during office hours (for example, I am not 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 drop by any time during office hours to see if I am available (for example, again, I may be with another student). If I am not available please wait or send me an email to make an appointment.

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.

Absences

As a courtesy, please inform me ahead via email if you are going to be absent from class. If you miss an in-class test because of an absence for illness, I will require the “[University of Waterloo Verification of Illness](#)” form in order to entertain the possibility of a make-up test. Please see further information below.

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>

Electronic Device Policy

- i. **Turn off and put away** your cellphone, tablet of any kind, smart-phone of any kind, and any other electronic devices, including smart bands/watches of all kinds, **before entering the classroom**. They are to remain put away and out of sight -- even during breaks – while you are inside the classroom.
- ii. Use of cellular telephones, smart phones, smart bands/watches and similar devices is ***prohibited*** in the classroom as these are disruptive to the work environment of the instructor and disruptive to other students. These are to be powered off and put away at all times while in the classroom. Students who ignore this ban and make available or use these types of devices in the classroom, during lectures and breaks while in the classroom will receive a 5% loss of their final grade for *each* transgression.

- iii. If you are wondering if the Professor has noticed your infraction of this “Electronic Device Policy” check: LEARN “Class Preparation and Participation” in the grades/comments section where infractions are recorded rather than disrupt class.
- iv. Audio and video recording of lectures is strictly prohibited.
- v. If students wish to use computers (laptops only) to take notes during the lectures, they must obtain permission to do so from the instructor. This involves the student **signing a contract** agreeing that s/he will use the computing device exclusively to take notes and for visiting the LEARN site for this course. No other surfing activity is permitted unless requested or instructed by the Professor. Non-lecture-related use of computers is banned as it is disruptive to the instructor and disruptive to other students. ***Students who are "surfing" (e.g., visiting other websites, checking email, facebook, and the like) will receive a 5% reduction of their final mark for each transgression.***
- vi. ***Those who use cellphones or other electronic devices in the classroom (other than a laptop with a duly signed agreement form) will receive a 5% reduction of their final mark for each transgression.***
- vii. In order to avoid disruptions in the classroom feedback, infractions and penalties will be recorded on LEARN in the comment section for “Class Preparation and Participation.” Check this site when you are wondering whether a penalty has been applied to your activity in the classroom.

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 assignments 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, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.