



## SYLLABUS: CSUF SPRING 2014 / CPRL 351 HISTORY AND DEVELOPMENT OF EARLY CHRISTIAN THOUGHT

- SPRING 2014 [02 #19024] Tuesday-Thursday 1-2:15 pm HUM 128
- INSTRUCTOR: DR. BRAD STARR
- OFFICE HOURS: TTH 2:30-3:30pm; TH 9:00 am. Or by appointment. Daily email access.
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- Course Web Site: <http://faculty.fullerton.edu/bstarr>

Mosaic of Christ, Basilica of San Vitale, Ravenna, Italy [Instructor photo]

**PURPOSE and OBJECTIVES OF THIS COURSE:** This course is designed to take students into the intellectual world of Christian thought from its beginnings through the great theological system of Thomas Aquinas.

**CATALOG DESCRIPTION:** CPRL 351 History and Development of Early Christian Thought (3) Prerequisite: completion of the G.E. Category C.2. Historical study of the diversity of Christian beliefs, movements and key figures from New Testament times to the late Middle Ages, including such topics as important creeds and councils, spiritual movements, and central figures such as Augustine and Aquinas.

### COURSE OBJECTIVES

- Ø To provide substantial knowledge and analysis of the central figures, concepts, and historical context of the great thinkers and concepts of the Christian intellectual tradition.
- Ø To help students learn to read and critically understand primary texts written by these thinkers.
- Ø To develop student understanding of the processes whereby religions in general, Christianity in particular, have integrated and modified the intellectual resources available in their surrounding cultures.
- Ø To develop understanding of the variety that has characterized Christian intellectual expression.
- Ø To develop intellectual and philosophical sophistication in the understanding of religious thought.

**COURSE APPROACH:** This course is rigorous and exploratory in nature, combining reading, lecture, and discussion. Lecture material is substantive and thorough. The reading assignments for this course are relatively modest in length, but students are expected to do them carefully and well. Please note that this course is not a religious course. It is a course about religion. The course is not about the belief or unbelief of the instructor or the students, nor about the truth or falsity of the beliefs of those we'll be studying, but about our understanding of the beliefs of those figures. I am intrinsically interested in the ideas we'll be studying. The people who thought them had a powerful influence upon the world in which we live. Their beliefs may or may not be the same as yours or mine, but their ways of thinking about and formulating problems flow through history and continue to trouble, inspire, and challenge us in ways that ultimately transcend the specifics of those beliefs.

**OTHER INFORMATION:** This course fulfills GE C.3 Explorations in the Humanities. (If you wish to pursue a minor in Religious Studies or a minor in Christian Studies, you can "double count" this course for GE and the minor – up to nine units of GE courses from one department may be used to meet minor requirements. If you are a major in Religious Studies, this class counts as one course toward your upper division "Development of Western Religious Thought" requirement, but cannot count for GE.). For more information, see **LEARNING GOALS AND OTHER INFORMATION RELATED TO THIS COURSE** at the bottom of this syllabus.

### REQUIRED TEXTS



- Justo Gonzalez, *Story of Christianity*, Volume 1, Revised 2010 (SC)
- Starr, *COURSE READER* [Includes primary source readings and selections from William Herr, *Catholic Thinkers in the Clear*] (CR)
- Starr, *COURSE HANDOUTS AND MATERIALS* [Includes all handouts and other materials for this course]
- The above are available at The Little Professor Book Center, [725 Placentia Ave](http://www.littleprofessor.com) (cross street, Nutwood Ave.). Ph. 996-3133.
- **ONLINE READINGS** [TT]. Available through the class Titanium site.
- Miscellaneous Power Points and other Materials: As handed out or posted on Titanium.

### COURSE REQUIREMENTS

**1. COMPUTER AND INTERNET ACCESS.** Students must have access to a computer and internet in order to gain access to required texts and course materials. Power Point presentations, exam study sheets, and other course related materials will be posted on Titanium. The instructor will also use Titanium to email announcements and notices to class members at various times during the semester. Students are responsible for regularly checking their CSUF accounts for class communications.

### 2. THREE EXAMS

- There will be THREE EXAMS. The first two exams will consist of "objective" and essay questions and will require Scantron form #886 Exam #3 will be all essay questions and will be given during the final exam period. This exam will not be cumulative per se, but will require and presuppose cumulative knowledge of previously covered course material. For all exams, material will be drawn from class sessions, Power Point slides, material from handouts and the Course Packet, videos, and the readings related to the concepts and topics listed in the Study Guides. Keep in mind that you are responsible for material from class sessions that is not in the reading, as well as material in the reading that is not dealt with in class. A Study Guide will be posted one week before each exam. NOTE: Material from Stark will not be on the exams.
- The exams are designed for each student to provide evidence of his or her ability to recognize and express key concepts and their interconnections. Objective questions are useful for assessing recognition. Essay questions are useful for assessing expression.
- During the exam periods, students must submit their exams before leaving the classroom. After leaving the room, no further work on the exam will be allowed.

### 3. ESSAY

- ESSAY: Each student is required to write a 500 word review essay in response to the selected topics and prompts drawing upon all of the assigned readings listed on Titanium under "Review Essay Readings." Essay prompts and assigned readings will be posted later in the semester.
  - REVISION of PAPER Using instructor comments and suggestions, you may return your revised paper to the instructor for re-evaluation. Revised papers are due at the beginning of the final exam period. When re-submitting, you must turn in three items: (1) the revised paper; (2) the original graded paper; (3)



a page that briefly, but specifically, indicates what changes you have made, whether in grammar, style, form, or content.

c. OVERALL GRADING OF ESSAYS: The original paper grade will be averaged with your revised paper grade and the average grade of your response sheets to determine your final paper score. [Average response sheets grade + 1<sup>st</sup> paper grade + revised paper grade / 3 = Paper grade.]

d. REQUIREMENTS FOR ESSAY. Reviews that do not meet these specifications will not be graded.

1. TECHNICAL SPECIFICATIONS: Each paper must be composed on a computer, using 11 or 12 pt Charter BT or Times New Roman fonts, 1.5 or 2.0 spaced, stapled in the upper left hand corner. Do not use plastic or other kinds of binders.
2. CRITERIA FOR GRADING: Your paper will be graded on the basis of (a) clarity, (b) accuracy, (c) critical and comprehensive understanding, (d) observance of principles of good writing, and (e) overall coherence and organization.
3. GRAMMAR: Regarding 2.d above--in addition to overall considerations of style and content, a distinction will be observed between "errors" and "serious errors." (1) Errors include such problems as misspellings, comma placement mistakes, subject-verb disagreement, singular-plural confusions, errors with contractions, and apostrophe placement mistakes. 1 point will be deducted for each error. (2) Serious errors are defined as comma splices, sentence fragments, and run-on sentences. 2 points will be deducted from the paper grade for each SE.
4. PLEASE NOTE: This assignment requires students to function as scholars in the history of Christianity, critically and reflectively approaching the work of other scholars. The point is to indicate to me that you understand and can work reflectively, critically, and perceptively with the concepts you have learned and the texts you have studied. Sermonic papers or papers written primarily to express personal religious views and beliefs are not appropriate and will be returned ungraded. (A) You may discuss your paper with me prior to the due date. (B) Papers are due in hard copy at the beginning of the class on the due date. Late or emailed papers will not be accepted.
5. Evidence of plagiarism will result in an automatic "0" for the essay and a report of the incident to the Dean of Student's Office of Judicial Affairs.

For help identifying and avoiding comma splices, run-on sentences, sentence fragments, and other writing mistakes, click here:<http://grammar.ccc.commnet.edu/grammar/index2.htm>

#### 4. READING, CLASS ATTENDANCE, PARTICIPATION, MAKE-UPS & MISC.

a. Attendance is required and students are expected to arrive in class on time. Faithfulness in this regard is essential to passing this course. There will be no penalty for two unexcused absences. For the next five unexcused absences, two points each will be deducted from your semester average. Students exceeding seven unexcused absences, including the initial two (equivalent to about 25% of the semester), will receive an automatic F or U for the semester. For an absence to be excused, verification of a medical, personal, or employment emergency or necessity is required. Absent students seeking excused status must contact me either prior to or within 48 hours of the class missed. After one warning, perpetual unexplained late arrivals may be counted as absences by the instructor. PLEASE NOTE: The roll will be taken via sign-in sheet. Students are responsible for making sure their attendance is recorded on the sign-in sheet.

b. Participation: There is no participation grade per se, but I will take valuable participation into account for the semester grade. What I hope to see is that each student comes to class prepared and involved, and that every student finds some way to participate. Ways of participation include noting materials from other courses or the media, etc., related to class materials, asking valuable questions (in class, by email, etc.), bringing up points in class, answering questions raised by the instructor or students in class, and making reference to specific passages or issues from the readings related to the above. There are, of course, many forms of participation besides these. Please note that borderline grades will only be moved up on the basis of class participation.

c. Make-up Policy and Incompletes: As a general policy, rooted in considerations of fairness, no exam make-ups are considered or late assignments accepted except in cases of documented emergency or when prearranged for appropriate reasons. Incompletes are almost never given by this instructor except in rare cases where documented emergencies or other situations have, in the judgment of the instructor, prevented timely completion of course requirements.

d. Please note that grades, absences, or other grade-related records will be entered on Titanium in order for students to verify that their grades match the instructor's grade book. Discrepancies should be brought to the attention of the instructor as soon as possible, but no later than the Final Exam session. Note that the instructor does not use Titanium to calculate grades, but only to record them for student verification. To calculate your grade, refer to the grading and course requirements sections in this syllabus.

e. Students may audio record class proceedings.

#### 5. GRADING AND MAKE-UPS

a. POINTS:



- Essay: 10%
- Exam 1: 30%
- Exam 2: 30%
- Exam 3: 30%

b SEMESTER: Average of the above (a) - absence penalty = Semester grade

c. Grading scale: 90-100=A 80-89=B 70-79=C 60-69=D 0-59=F. No pluses or minuses will be used.

d. It is unlikely that there will be any extra credit opportunities in this class.

#### 6. ACADEMIC INTEGRITY

Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. If a student is caught cheating or plagiarizing in any manner, the result will be a "0" on that exam or assignment, and an incident report and supporting materials will be promptly forwarded to the Judicial Affairs Officer in the Office of the Dean of Students. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at

<http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf>

#### 7. EXPECTATIONS RELATED TO CLASS COURTESY AND DECORUM.

> The right of each student to learn, question, and communicate must be respected by all students.


- > Private conversations or other distracting activities during class time are prohibited.
- > Use of laptops in this class is prohibited except where authorized by me or the DSS. Check with me if you have questions.
- > Phones must be muted and stowed during class. Use of such devices for any purpose, including text messaging, is absolutely prohibited during class.
- > Students are not permitted to move in and out of the room when class is in session (except in emergencies).
- > Work for any other class or purpose is prohibited during class time.
- > Early departures from class must be explained and cleared with the instructor.

PLEASE NOTE: The above requirements are simple matters of courtesy and respect to which students are expected to adhere during each class session. Your instructor hates nagging, cajoling, reminding, and interrupting class sessions to address such elementary expectations, and reserves the right to quietly deduct 1 point from your semester average for each observed repeated violation following an initial warning. Deductions will be entered on the Titanium Grade Sheet.

#### 8. SPECIAL NEEDS:

The University requires students with disabilities to register with the Office of Disability Support Services (DSS), located in UH-101 and at (714) 278 – 3112, in order to receive prescribed accommodations appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes, or whenever such services are approved by the DSS, about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, and writing papers or quizzes/tests/examinations. For more information: <https://www.fullerton.edu/DSS/index.htm>

9. EMERGENCY INFORMATION: Students should familiarize themselves with the actions they should take in an emergency at (<http://prepare.fullerton.edu/>)

WEEK	TOPICS and ASSIGNMENTS
	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>COURSE SCHEDULE: SPRING 2014</b></p> <ul style="list-style-type: none"> <li>• Below is a <i>projected</i> schedule of topics for the semester. <i>Adjustments will almost certainly be necessary.</i></li> <li>• Exam dates are firm.</li> <li>• <b>CR = COURSE READER</b>—read the sections related to the figure indicated in the schedule; <b>SC = Story of Christianity.</b></li> <li>• <b>For [TT ] Titanium Reading:</b> Log onto Titanium for this class, look under Course Documents. Reading assignments correspond to the lecture topics and should be done during the week the respective topics are addressed in class.</li> <li>• On Exam dates, lecture will begin at 5:30PM following exam. Roll will usually be taken .</li> </ul> <p><small>Vault, Mont St. Michel abbey, France. Instructor photo.</small></p> </div> </div>
1/21	<p><b>Introduction to course/syllabus; Background: The New Testament; Jewish Context</b></p> <ul style="list-style-type: none"> <li>• SC 13-30</li> </ul>
1/28	<p><b>Jesus and his followers; the Gospels; Background: The Greco-Roman Religious and Intellectual World</b></p> <ul style="list-style-type: none"> <li>• CR 1: from Gospel of Matthew</li> <li>• Harris, "Seeking to Know Jesus of Nazareth" [TT]</li> <li>• Wilken, "Beginning in Jerusalem" [TT]</li> </ul>
2/4	<p><b>The Expansion of Christianity; Martyrdom; Ignatius of Antioch</b></p> <ul style="list-style-type: none"> <li>• CR 1: Paul, I Corinthians 13</li> <li>• SC 31-58</li> <li>• Harris, "Paul and the Gentile Mission"</li> <li>• CR 2: Ignatius, from "Letter to the Romans"</li> </ul>
2/11	<p><b>Apologists: Justin Martyr; Four Heresies: Marcionism, Gnosticism, Montanism, Ebionism</b></p> <ul style="list-style-type: none"> <li>• CR 3: Justin, from <i>First and Second Apologies</i></li> <li>• SC 59-81</li> <li>• Ehrman, Ebionites and Marcionites [TT]</li> <li>• Ehrman, Gnosticism [TT]</li> </ul>
2/18	<p><b>Four Proto-Orthodox Thinkers</b></p> <ul style="list-style-type: none"> <li>• SC 83-126</li> <li>• CR 6: Herr</li> <li>• CR 4: Irenaeus</li> <li>• CR 5: Clement</li> <li>• CR 7: Origen</li> <li>• CR 8: Tertullian</li> </ul>
2/25	<p><b>EXAM 1</b></p>
2/27	<p><b>Constantine; Eusebius; Monasticism</b></p>
3/4	<p><b>Trinitarian Debates; Athanasius</b></p> <ul style="list-style-type: none"> <li>• SC 131-179; 181-217</li> <li>• CR 9: Athanasius, Excerpts from <i>On the Incarnation of the Word</i></li> </ul>

3/11	<b>Christological Debates; Early Christian Art and Architecture</b> <ul style="list-style-type: none"> <li>• SC 295-313</li> <li>• MacMullen, "The Violent Element," from <i>Voting About God in Early Christian Councils</i> [TT]</li> <li>• Wilken, "Egypt and the Copts" and "The Church of the East" [TT]</li> </ul>
3/18	<b>Augustine</b> <ul style="list-style-type: none"> <li>• SC 219-224; 233-261</li> <li>• CR 10: Herr, Plato and Augustine</li> <li>• CR 11-13: Selections from Augustine's Writings</li> </ul>
3/25	<b>Late Antiquity and Medieval Christianity: Reforms, Crusades, Heresies, Monasticism, 12th Century Renaissance</b> <ul style="list-style-type: none"> <li>• SC 253-261; 269-293; 315-356</li> </ul>
4/1	<b>SPRING BREAK</b>
4/8	<b>EXAM 2</b>
4/10	<b>Late Antiquity and Medieval Christianity: Reforms, Crusades, Heresies, Monasticism, 12th Century Renaissance (cont)</b>
4/15	<b>The Thought of Anselm and Abelard ; Thought and Music of Hildegard of Bingen</b> <ul style="list-style-type: none"> <li>• SC 357-385</li> <li>• CR 14: Herr on Anselm and Abelard</li> <li>• CR 15 -16: From the writings of Anselm</li> <li>• CR 17-18: From the writings of Abelard</li> <li>• CR 20-22: On Hildegard of Bingen</li> </ul>
4/22	<b>Bernard of Clairvaux; Francis of Assisi ; Rediscovery of Aristotle; Bonaventure</b> <ul style="list-style-type: none"> <li>• CR 19: From Bernard of Clairvaux</li> <li>• CR 26: Herr on Bonaventure</li> </ul>
4/29	<b>Thomas Aquinas</b> <ul style="list-style-type: none"> <li>• CR 23: Herr on Thomas Aquinas</li> <li>• CR 24-25: From the writings of Aquinas</li> </ul>
5/6	<b>Dante. Romanesque and Gothic Art and Architecture</b> <ul style="list-style-type: none"> <li>• <b>READING To be announced</b></li> </ul>
5/13	<b>TUESDAY NOON-1:50 PM FINAL EXAM. NOTE TIME CHANGE.</b>

## LEARNING GOALS AND OTHER INFORMATION RELATED TO THIS COURSE: CPRL 351

Prerequisite: Completion of GE C.2 Introduction to the Humanities.

## General Education:

This course fulfills GE C.3 Explorations in the Humanities. (If you wish to pursue a minor in Religious Studies or a minor in Christian Studies, you can "double count" this course for GE and the minor – up to nine units of GE courses from one department may be used to meet minor requirements. If you are a major in Religious Studies, this class counts as one course toward your upper division "Development of Western Religious Thought" requirement, but cannot count for GE.)

General Education Learning Goals applied to this Course (UPS 411.201, 6/20/11)

The learning goals for subarea C.3 include the learning goals for area C.2, namely:

- a. Cultivate their intellectual reasoning skills, expand their capacity for creative imagination, develop their reasonable moral sensibilities, and increase their capacity for sensitive engagement through studying great works of human imagination and reason (which are to be primarily—although not exclusively—written texts and literature).
- b. Understand how the humanities have contributed to the development of culture, including the comparative study of the humanities in diverse cultures.
- c. Understand how the humanities have sought to provide answers to complex problems facing humanity, including the relationship of the self to culture and the natural world, the nature of moral and legal obligations, and the meaning and purpose of human existence.

In addition, students taking courses in subarea C.3. shall:

- a. Understand broad, unifying themes from cross-disciplinary perspectives in the humanities.
- b. Understand the relevance of the humanities for the thoughtful consideration of complex contemporary problems.
- c. Appreciate the complex relationship and interaction between the humanities and other fields of learning, including the natural sciences, social sciences, and arts.

## GE Writing Requirement:

The writing assignment is designed to meet the General Education writing requirement. The substance as well as the manner of organization and expression of the information and ideas will be

evaluated. In other words, the content as well as the style and grammar of the paper will be graded. To encourage each student to advance his/her writing competence, the assessment of all papers will include suggestions for improvement on papers for future courses.

Department of Comparative Religion Student Learning Goals & Outcomes:

All students majoring in Religious Studies shall achieve competence in the following domains of skill and knowledge:

A. Skills

Learning Goal: Students possess the ability to perform research and interpret materials related to the study of religion.

Outcome 1: Students can analyze written materials related to the study of religion.

Outcome 2: Students have acquired information literacy in the study of religion.

Learning Goal: Students can effectively communicate in written and spoken mediums.

Outcome 3: Students are able to write well-organized critical and analytical research papers related to the study of religion.

Outcome 4: Students are able to speak clearly and effectively using relevant and adequate supporting evidence.

B. Knowledge

Learning Goal: Students can demonstrate an understanding of the beliefs, rituals, texts, and figures related to a variety of religious traditions.

Outcome 5: Students can describe the basic teachings and practices of major religious traditions and can compare and contrast the principal similarities and differences between them.

Outcome 6: Students are able to identify the history and development of specific religions and their contemporary relevance.

Outcome 7: Students can compare key theories and theorists in the study of religion.

Outcome 8: Students can interpret key thinkers and figures within religious traditions.