

DEPARTMENT OF HISTORY & POLITICAL SCIENCE
ANDREWS UNIVERSITY
BERRIEN SPRINGS, Michigan 49104

HIST316 /RELH 316. History of the Christian Church I (3 hrs)
(Fall Semester 2015)

Instructor: John J. Markovic, Ph.D., Professor of History
Class: MW 12:30 – 13:45, Buller Hall 108
Office: MWF 10:30 – 11:20; F 12:30 – 14:00; Th 14:00 – 15:20; other times by appointment
Buller Hall 108
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MOODLE ACCESS

Both this syllabus and the Readings & Assignments Schedule for this course are posted on Moodle. To access the syllabus, the readings schedule and related course materials go to <https://learninghub.andrews.edu>.

NOTE: If you have problems and need help, if username and password do not work, or you have any other technology question, contact Marsha Beal at 471-6200 or email at dlit@andrews.edu.

COURSE DESCRIPTION

This course is designed to survey, study and analyze the history of the Christian Church from the formation of the Christian community immediately after the resurrection of Jesus Christ in the first century to the Protestant Reformation of the sixteenth century. The course will address intellectual, cultural, social, economic and political developments (that is, forces and restraints) that influenced, shaped and characterized the life and development of the Church. Due to the nature of the subject matter, we will inevitably discuss theological issues as well as the history of the Church.

PREREQUISITES

A survey course in Western Civilization or equivalent, or teacher's permission.

OBJECTIVES OF THE COURSE

To acquire a *body of knowledge* of the past events (such as: the persecutions of the Church, the Edict of Milan, the coronation of Charles the Great, the Crusades, and so forth), of major developments (such as the schisms within the Church, the confluence of religious, intellectual and philosophical ideas), and of important individuals (such as Constantine, Gregory the Great, Innocent II, Luther), all intended to enable you to critically and intelligently analyze and appraise the nature and character of Christianity today.

To acquire a *historical context* which will help you better understand issues and problems facing both you and Christianity today.

To develop historical, spiritual and philosophical *discernment and acumen* as not to allow misinformed, uninformed, and unscrupulous media agents, politicians, evangelists, religious zealots or anyone else dupe you into believing lies, bigotry, variety of destructive -isms, and so forth.

PERSONAL GOALS

Goals are precious stones and gold nuggets you may find during this 15-weeks long intellectual journey. They are beyond the objectives of this course. To reach these goals, one has to earnestly and continually keep working toward, so as to develop the habit of learning. It is the learners who become wise and humble before God. You as a student should set and identify your own goals while in this course. I, as your teacher, cannot make those choices for you, though I can help you reach your goals.

REQUIRED TEXTS

The Story of Christianity. Volume I. The Early Church to the Dawn of the Reformation, Revised and Updated edition (San Francisco: HarperCollins, 2010), by Justo L Gonzalez
ISBN 978-0-06-185588-7

Turning Points. Decisive Moments in the History of Christianity, 3rd edition (Grand Rapids, MI: Baker Books, 1997), by Mark A. Noll
ISBN 978-0-8010-3996-6

RECOMMENDED TEXTS

Documents of the Christian Church, 3rd ed. (Oxford, GB: Oxford University Press, 1999), edited by Henry Bettenson and Chris Maunder.

Our Father Abraham. Jewish Roots of the Christian Faith, by Marvin R. Wilson (Grand Rapids, MI: William B. Eerdmans Publishing Co., 1989)

Jewish Influence on Christian Reform Movements, by Louis Israel Newman (New York: Columbia University Press, 1925).

History of the World Christian Movement. Volume I: Earliest Christianity to 1453, by Dale T. Irvin and Scott W. Sunquist (New York: Orbis Books, 2001).

Christianity: the First Three Thousand Years, by Diarmaid MacCulloch (New York: Viking Penguin, 2009).

COURSE REQUIREMENTS

In order to complete the course successfully, a student is expected to

- a. **attend classes on a regular basis.** Students are expected to enter the classroom **on time** and attend classes regularly. High number of non-excused absences will not be appreciated, and may result in reducing the final grade for one letter (for example, from A- to B-). Eight or more (20%) non-excused absences may result in F grade. Regular attendance improves student's performance at the time of examinations, and **it may make** a difference in the final grade.
- b. **complete the readings assigned** by the instructor—**on time**. This is an essential part for success in this course, since I will expect from you to discuss the class material in class.
- c. **complete quizzes**, always given at the beginning of the class period. Quizzes are unannounced, and will cover the assigned reading for the day. For the R&A Schedule see below.
- d. **complete exams.** There are three exams (each a combination of identification of terms, short answers and long essays) for the course material—two, during the semester, each 50 minutes long, and the final exam, 2 hours long.
- e. **complete a research paper.** The paper shall be from 10–12 pages long (including footnotes/ endnotes), double-spaced, and typed. Consult with the instructor for a topic and research methods.

CLASSROOM ATMOSPHERE:

A productive and open discussion involves personal exposure, meaning you or other students are taking a risk when make a comment or an observation. Your ideas may not be in accord with those of the others, but your point—as long as it is honest, supported, and sensible—need to be respected by all in the

class. The same applies to each of you toward other students. Questions, discussion, humor, cheer, and laughter are a part of the class, but scoffing, jeer, or any other form of contempt for the opinions of others is not.

Bad manners in the classroom (such as: foul language, disrespect of the classmates, whispering, derogatory remarks reflecting disrespect of other ethnic and cultural groups, etc.) will not be tolerated.

ELECTRONICS:

Turn off cell phones. Also, please remove all electronic devices from around your neck or out of your ears. The use of electronic devices are not allowed during the class period, except the laptops and tablets when used to retrieve the reading material. Even in such cases, it is preferable that you print out the reading material and bring to class the hard copies. In regard to notes taking, learn to take notes by hand. It is more beneficial and conducive to learning.

ACADEMIC HONESTY:

You are welcome to study with friends and even proofread each other's work. You are not allowed to turn in *someone else's work* as yours. Share your knowledge, but guard your work. If two papers, or a section of them, is found to be the same by me, the teacher, both papers will receive F. Guard your work, and do not steal from other authors. All work, papers, reviews, exam essays, quizzes, critical essays, must be your own work. Notice, every time you directly quote — direct quotations are always placed within quotation marks — or indirectly paraphrase someone else's words or ideas, you must acknowledge and credit the source. If you don't, you are stealing. This type of "borrowing" from others without giving credit is known as plagiarism, and it is the most grievous sin in the academic world. Both cheating and cooperation with cheating are subject to punishment with an F for the course, accompanied with letters to your parents, the Registrar and the Vice-president for Academic Affairs.

DISABILITIES:

If you qualify for accommodations under The American Disabilities Act, please see me (the teacher) as soon as possible for referral and assistance in arranging such accommodations. Students with diagnosed disabilities may request accommodations from the Office of Student Success.

EMERGENCIES

If you are facing personal problems, see your advisor, and let your advisor know that he/she is always welcome to call me and discuss your absence from my class.

If you anticipate a field trip, let me know in advance.

If you have to leave the campus because of death in the family, make sure you inform me in person, by phone, or by e-mail. Your medical excuse has to come from your physician, not from a nurse. An altered or corrected note will not be accepted. In any case, do not ignore the problem. If the emergency prevents you from informing me in advance, then make sure you do so immediately following your return to the campus. If you missed a test for any reason, and you care about the grade, do not wait, do not ignore it. Inform me immediately of what is happening your life.

Turn off cell phone. No use of other electronic devices allowed during the class period.

SUPPORT SERVICES

If you have problems, don't be shy or afraid, come and talk to me.

The most important tool on the campus is James White Library. The staff will always be happy to help you. Writing labs are also available. If you have problems reading, there is help to improve your reading skills. If you need tutorial help, or help with reading and writing, inquire at the Student Success.

GRADING STRUCTURE

| | | |
|-----------------|---------|----------------------|
| research paper: | 100 pts | (40% of final grade) |
| 3 exams: | 300 pts | (50% of final grade) |
| quizzes | 100 pts | (10% of final grade) |

| | | | | | |
|----|-----------|---------------|----|-----------|---------------|
| A | above 93% | Superior | C+ | 77-79% | |
| A- | 90-92% | | C | 73-76% | Average |
| B+ | 87-89% | | C- | 70-72% | |
| B | 83-86% | Above average | D | 60-69% | Below average |
| B- | 80-82% | | F | below 60% | |

UNDERSTANDING HISTORY: HOW MUCH DO WE KNOW?

Only a part of what was observed in the past was remembered by those who observed it;
only a part of what was remembered was recorded;
only a part of what was recorded has survived;
only a part of what has survived has come to the attention of a historian;
only a part of what has come to his attention is credible;
only a part of what is credible has been grasped; and
only a part of what has been grasped can be expounded or narrated by the historian.

Louis Gottschalk, *Understanding History* (1950)

CLASS AND READING SCHEDULE
(Fall Semester 2015)

| | | |
|-----|---------|--|
| Mon | Aug 24. | Introduction |
| Wed | 26. | The Reasons for Studying the History of Christianity (Noll, 1-12) The Fullness of Time (Gonzalez, 1-30) |
| Mon | 31. | The Church Pushed Out on Its Own (Noll, 13-38) “When the Church Left Israel,” (Markovic, 20-21, see Moodle) |
| Wed | Sept 2. | The Church Persecuted, from Nero to Marcus Aurelius (Gonzalez, 31-58) |
| Mon | 7. | no class: Labor Day |
| Wed | 9. | The Church Fathers (Gonzalez, 59-96) |
| Mon | 14. | Justin Martyr (Apology and Dialogue with Trypho (selected passages) |
| Wed | 16. | The Persecutions of the Third Century (Gonzalez, 97-127) |
| Mon | 21. | Church under Constantine (Gonzalez, 130-155) |
| Wed | 23. | The Monastic Movement and other Heresies (Gonzalez, 157-179) |
| Mon | 28. | The Council of Nicaea (Gonzalez, 181-197) The Realities of Empire (Noll, 39-57) |
| Wed | 30. | FIRST EXAM |
| Mon | Oct 5. | The Fight for Orthodoxy (Gonzalez, 199-239) |
| Wed | 7. | Augustine of Hippo (Gonzales, 241-262) <i>Confessions</i> and <i>The City of God</i> (see Moodle) |
| Mon | 12. | no class: mid-semester recess |
| Wed | 14. | The Council of Chalcedon, 451 (Noll 59-76) |
| Mon | 19. | The Monastic Rescue of the Church (Noll, 77-98) |
| Wed | 21. | The Church and the Barbarians (Gonzalez, 264-293) |
| Mon | 26. | Eastern Christianity (Gonzalez, 295-313) |
| Wed | 28. | The Making of the Catholic Emperor (Gonzalez, 315-325) The Coronation of Charlemagne (Noll 99-119) |
| Mon | Nov 2. | SECOND EXAM |
| Wed | 4. | The Church Attacks Back (Gonzalez, 327-356) |
| Mon | 9. | The Great Schism (Noll, 121-141) |
| Wed | 11. | The Golden Age of Medieval Christianity (Gonzalez, 357-385) |
| Mon | 16. | Judaism on Trial (Maccoby, selected passages, see Moodle) |
| Wed | 18. | The Church and the Renaissance Movement (Gonzalez, 387-406) |
| Mon | 23. | The Background of the Reformation (Gonzalez, 407-446) |
| Wed | 25. | no class: Thanksgiving holiday |
| Mon | 30. | The Protestant Reformation (Noll, 143-165) |
| Wed | Dec 2. | Colonial Christianity (Gonzalez, 448-491) |
| Mon | Dec 7. | FINAL EXAM at 13:30 – 15:30 (1:30 – 3:30 p.m.) |

TIME SCHEDULE FOR WRITING THE RESEARCH PAPER

There is no need for anyone to end up with a low grade on the term paper. If you follow the instructions, do your work on a consistent basis throughout the semester, you should be able to complete and write a paper deserving the high grade. I will give full credit for every report turned in on due date. Those turned in late will lose points. I will guide your research and occasionally help you with writing. Throughout the semester, keep in close consultation with me as you work on your paper. I may be of help. Keep your notes, and all paper work. At the end of the semester, I will ask you to turn in all your notes, drafts, along with the final draft. The objective is to take you through the process of learning to do research and write well. After all, that is what historians do beside teaching — they write. The final draft of your paper will be graded according to the established criteria (see below).

Due dates for various reports:

- W Sept 2. Topic statement due. On a sheet of paper tell me your topic, why did you chose it, and what do you expect from your research.
- W Sep 9. Working bibliography. Give me a list of books (a dozen) which may be of use for your research. Note that this list is not definitive, many books will be dropped off and new ones added to it.
- W Sep. 16. Working thesis statement. By this time you should be able to formulate your thesis or statement of objective. This is a very crucial part of your paper, and it is not easy to do it. A well formulated thesis statement will definitely make your research and writing easier.
- W Oct 14. First report due. In this report you tell me how much work is done to date. I expect at least two dozen of quotes, notes, etc. which are closely reflecting your thesis statement. You should have at least couple of pages written by now, moving toward the first draft. Note that I do not expect good organization, grammar and syntax at this time.
- W Nov 4. Second report due. Same as the previous report. I want to see substantial progress. By now you should have the first draft of your paper done, at least eight pages written. Do not waste time on editing and correcting grammar and syntax at this stage.
- W Nov 18. Third report due. This report must be in before the Thanksgiving break. By this time you should have your first draft done, twelve to fifteen pages written. From this point on you should work on editing and correcting your paper, with minor additions that require research. You may even have some time during the break to work on your paper. I certainly want to read it.
- W Dec 2. Your paper due.

Note: for each day of late submission of the above paper requirement, 3 points will be deducted from the final score of your paper.

INSTRUCTIONS FOR WRITING RESEARCH PAPER

A sample of the title page is given below on page 10. Make sure you follow the pattern of the example given on page 10, exactly —except “page 10”. Make sure that your title page is NOT paginated. The title page is never paginated. Also, the title page does not count in the total number of pages.

The title of your essay/paper should appear on the first page of your paper, approximately 7 lines from the top (see the last page of this document). The title must be in upper case, and spelled exactly the same on both the title page and the first page of your essay/paper. That is page 1 of your paper.

Also, if you position page numbers in the upper right corner, then the page number on page 1 must be invisible. If you position page numbers on the bottom, you leave the page number visible on page 1.

Guidelines

It is advisable that you develop an outline for your research paper, and I suggest you do it from the beginning of your writing. However, the outline should not be longer than one page.

Do not quote extensively, and avoid long quotes. We do not want to see a string of quoted paragraphs.

An important task of an historian is to write well. Writing well means being analytical, clear and precise in the meaning of the words you use. Carefully structure your sentences. Aim for excellence in the expression of your thought. Show me what you believe and why. Your thesis must be based on good analysis of ideas and concepts, events and trends, and so forth. A rule of thumb: carry a dialogue with your reader, as well as a “dialogue” with the thinkers and authors you have consulted in your research.

Some advice to avoid common mistakes

- use 3rd person neutral, or 1st person familiar. Do not use 2nd person. Do not use “you” in your writing, unless it is a part of a quoted text. [Every time I encounter a “you” or “your” I will deduct points.] For example,
 - “A soul is the breath of life from God and **your** physical body.”
- do not mix singular with plural: Example of poor writing:
 - “A woman’s ability to weave intricate design could bring commercial prosperity to **their** communities.”
 - “Women helped out in the field. **She** helped her husband with the finances.”
 - “Depending on one’s karma, at death **they** will be reincarnated into”
 - “I believe that when someone dies **their** body deteriorates and the breath returns to God.”
- do not mix tenses, be consistent. Be careful how you use the “historical present.”
- write, preferably, in active voice, avoid passive voice
 - “Evil originated in heaven. It was **planted** in the heart of Lucifer and sprouted”
- proofread your work; spell check does not work for the following words: their/there, form/from, where/were, four/for, of/off, two/too, etc.
- do not use hyphen in “antisemitism” [this is the correct version that should be used]. I do not approve of “anti-Semitism.” We talked about it in the class.
- be careful when you use “that” and “which”
- “it’s” stands for “it is” not “its.”
 - Example for “it’s”: *Car is blue, and **it’s** ugly.*
 - Example for “its”: *Car’s sides are blue, and **its** rear-end is black.*
- if you start a sentence with “This”, make sure it refers to an event or a thing in the previous sentence.
- do not confuse “nation” for “people”; “class” for “caste”; “idea” for “ideology”

- do not make abrupt shift in thought between sentences; as well as paragraphs.
- do not repeat same thoughts and ideas. Do not be repetitive. Avoid verbiage.
- do not use rhetoric questions to make a point. If you want to say something, say it in a categorical statement.
- “constant” means constant, not continual. This is a widespread mistake in daily talk.
 - “They enjoy life and ask questions **constantly**, soaking in as much of the world around them.”
- avoid cliches or popular misconceptions. For example:
 - “History repeats itself.” **It does not.**
- be careful in choosing correct words.
 - “belief” is not the same as “faith”
 - “The Bible talks about two people becoming one when they are mated.”
 - “Because God is a God of personality, it is not enough”

You are expected to use footnotes at the bottom of the page. I do require that you use *The Chicago Manual of Style* or the Turabian guideline (both used in humanities).

At the end of your paper you should have a section “Selected Bibliography” where all the sources you have used and consulted are listed in alphabetical order by the author’s last name. The following four examples (a book, an article, a book chapter, and an entry in a newspaper) should help you how to enter the most common types of sources. Note the differences how are they entered in footnotes and how in bibliography. Pay special attention to the details, similarities and differences.

Footnotes (book/article in a scholarly journal/chapter in a book/article in a daily newspaper)

¹ Samuel Huntington, *The Clash of Civilizations. Remaking of World Order* (New York: Simon & Schuster, 1996), 33.

² Jo Ann Davidson, “Genesis Matriarchs Engage Feminism,” in *Adventist University Seminary Studies* 40 (Autumn 2002): 172.

³ John Jovan Markovic, “The Ecclesiastical Roots of the Holocaust: From the *Adversus Judaeos* Tradition to the Holocaust,” in *Thinking in the Shadow of Hell. The Impact of the Holocaust on Theology and Jewish-Christian Relations*, ed. by Jacques B. Doukhan (Berrien Springs, MI: Andrews University Press, 2002), 10.

⁴ James Smith, “The War in the Middle East,” *The New York Times*, April 22, 2002, p. A16.

Bibliography (book/article in a scholarly journal/chapter in a book/article in a daily newspaper)

Huntington, Samuel. *The Clash of Civilizations. Remaking of World Order*. New York: Simon & Schuster, 1996.

Davidson, Jo Ann. “Genesis Matriarchs Engage Feminism.” *Adventist University Seminary Studies* 40 (Autumn 2002): 169-178.

Markovic, John Jovan. “The Ecclesiastical Roots of the Holocaust: From the *Adversus Judaeos* Tradition to the Holocaust.” In *Thinking in the Shadow of Hell. The Impact of the Holocaust on Theology and Jewish-Christian Relations*, ed. by Jacques B. Doukhan. Berrien Springs, MI: Andrews University Press, 2002, 3-27.

Smith, James. “The War in the Middle East.” *The New York Times*, April 22, 2002, p. A16.

Grading structure of your research paper

| | none | poor | very fair | good | good | excels | |
|--|------|------|-----------|------|------|--------|-------|
| Grammar, punctuation, syntax | 5 | 6 | 7 | 8 | 9 | 10 | _____ |
| Organization / flow of the paper abrupt shifts in thought / argument style of writing, words choice repetitive, verbose, use of clichés parroting, slang language | 10 | 12 | 14 | 16 | 18 | 20 | _____ |
| Title page and page 1 not in order (-3 pts) no pagination (- 3pts) spacing between lines and paragraphs length (12 pages minimum) (title page & bibliography excluded) (-3 pts for each half a page missing) | 5 | 6 | 7 | 8 | 9 | 10 | _____ |
| References (reader/user friendly) (Turabian or Chicago Manual) footnotes/endnotes (not in order, -3 pts) bibliography (not in order, -3 pts) | 5 | 6 | 7 | 8 | 9 | 10 | _____ |
| Thesis or research objective statement | 5 | 6 | 7 | 8 | 9 | 10 | _____ |
| Research content / extent of research original and secondary sources | 5 | 6 | 7 | 8 | 9 | 10 | _____ |
| Analysis and/or Synthesis critical thinking/analysis/logic synthesis, complexity of ideas originality of thought & insight | 15 | 18 | 21 | 24 | 27 | 30 | _____ |

Score: _____

NOTE: on the following page, you will see how the title page should look like. Notice the 1" margins.

Andrews University
College of Arts and Science

THIS IS WHERE YOUR TITLE GOES: ALL IN CAPITAL LETTERS

A Paper
Presented in Partial Fulfillment
of the Requirements for the Course
HIST/RELH 316. History of the Christian Church I

by
Your Name
December 2, 2015

THIS IS WHERE YOUR TITLE GOES: ALL IN CAPITAL LETTERS

The text of your paper begins here [This is page 1.]