San José State University  
College of Social Studies/Department of History  
History 126 Advanced Topics in Medieval History: Christianity

This class provides 4 Units of University credit.

Spring 2014

Instructor: John W. Bernhardt
Office Location: BT 558
Telephone: 408-924-5521
Email: John.Bernhardt@sjsu.edu
Office Hours: Tues. 1515-1630, Thurs 0930-1030, and by appointment
Class Days/Time: TR 1200-1315
Classroom: DMH 165

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at http://www.sjsu.edu/people/john.bernhardt or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Course Description
This course will trace the development of Christianity from its origins as a small sect in Judaism and within the religious thought of the ancient Near East through its early growth, its ‘conquest’ of the Roman Empire and its spread into the Medieval West up to its crises in the Late Middle Ages (ca. 1415) and the dawning of pre-reformation thought. Using primary source materials and pertinent images (Christian iconography), we will examine: the establishment of the initial and manifold beliefs emerging about its mail figure, Jesus; the emergence of Christian religious texts and a specific Christian theology and dogma; the rise of the ‘institutional’ Church and its implications; the position of women in the church; and the existence and manifestation through the centuries of various and competing modes of Christian spirituality; and the manifold relations between Christianity and the societies it engaged. In addition to examinations and active participation in class discussions, students will be required to write a short analytical paper using assigned primary sources from the period, a research paper using primary and some secondary sources, and an academic book review from a list of suggested additional readings. Please Note: Students taking teacher preparation classes may substitute History 126 for other European classes on the list. This class aligns with state standards for middle school teachers and secondary teachers who want to incorporate
religions and social movements and their respective literatures into their middle school and high school history classes.

Course Goals and Student Learning Objectives

Course Content Learning Outcomes

Upon successful completion of this course students will be able to use what they have learned about the beginnings, development, spread, and institutionalization of Christianity to:

1. Discuss and explain the chronology and development of the early and medieval Christian religion and Church
2. Identify, compare and analyze Christian theological claims and arguments
3. Identify and explain the tensions within Christianity regarding original believers and later orthodox theological positions as well as the tensions between the spiritual/mystical aspects of the Church and the developed institutional Church
4. Indicate and explain the tensions between the Christian Church and society over time and the Christian Church and other religions, especially Judaism and Islam
5. Demonstrate the ability to deep-read, compare and analyze primary and secondary source materials
6. Demonstrate the ability to discuss and analyze problems within Christian history
7. Demonstrate the ability to write book reviews, research essays, and source-based analytical essays correctly, cogently, and critically

Required Texts/Readings

REQUIRED READING FOR ALL STUDENTS:

Textbooks


Other Readings

The Bible (New Testament, any translation is fine, the more, the better)

Additional texts and readings will be assigned and required from the Internet.

Note: All books will be on order at the Spartan Bookstore, but students may purchase their books wherever they find them most inexpensively.
Books needed for book reviews can be borrowed from the King Library or Link+, you need not purchase those books unless you personally desire to have them.

Library Liaison
Nyle Monday is the library liason for history students. Please contact him at 408-808-2041 or Nyle.Monday@sjsu.edu. regarding any questions you may have about your research or using library resources.

Classroom Protocol
As all classes include presentations and/or discussions, it is expected and necessary for students to attend regularly as you cannot participate, if you are not present!! Please be courteous to others by turning off cell phones and confining laptop use to note taking, unless requested otherwise. Students should complete the primary and secondary reading as assigned. Please, in order to facilitate learning, understanding, and discussion, do the secondary reading assigned for each topic before the class on that topic; for those sessions announced specifically as discussions, complete all of the reading in the primary source(s) and be prepared to pose intelligent questions and contribute thoughtful comments. The reading is manageable unless postponed for a last minute sprint.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments and Grading Policy
Students will be required to complete five assignments: a midterm and final exam, and one each of three different writing assignments that cover the three main genres of historical writing—an critical and analytical book review, an analytical essay based on primary sources, and a research paper.

1. An in-class midterm examination, worth 20% of the semester grade. The exam will require students to write timed long and short essays through which they:
   - discuss and explain the chronology and development of the early and late antique Christian religion and Church;
   - identify, compare and analyze Christian theological claims and arguments;
   - identify and explain the tensions within Christianity regarding original believers and later orthodox theological positions as well as the tensions between the spiritual/mystical aspects of the Church and the developed institutional Church
2. A typed research paper of 7-9 pages worth 30% of the semester grade. This assignment will require students
demonstrate the ability to read, compare, and analyze key primary sources of the period;
write a research paper according to history department standards, cogently, and critically.

3. A typed book review of 5-6 pages worth 15% of the grade that examines a seminal book concerning
early or medieval Christianity. This assignment will require students to:
read a seminal book examining some particular aspect of the development of Christianity;
discuss, explain, and analyze the topic of the book;
demonstrate how critical religious-historical scholars further historical inquiry of religion;
write a historical book review cogently, critically, and according to the norms of the historical
profession.

4. A typed analytical essay of 5-7 pages based predominantly on a primary source worth 15% of the
grade taken from one of three possible topics provided by the professor. This assignment requires
students to:
demonstrate the ability to read, compare and analyze key primary sources of the period;
demonstrate the ability to write primary source-based analytical essays correctly, cogently, and critically

5. A combination two part take-home and in-class final examination worth 20% of the grade. The
exam will require students to write a long essay(four typed pages) and timed short essays through
which they:
discuss and explain the chronology and development of the early and medieval Christian
religion and Church;
identify, compare and analyze changing Christian theological claims and arguments through
time;
identify and explain the tensions within Christianity between the spiritual/mystical aspects of
the Church and the developed institutional Church;
indicate and explain the tensions between the Christian Church and society over time and the
Christian Church and other religions, especially Judaism and Islam.

Late papers and/or projects will be penalized. The instructor reserves the right to refuse late papers
and/or projects.

**General Writing Requirements:**
Proper, correct, and readable English is a prime criterion in the grading of all written work. Use some
kind of an English handbook (e.g., Strunk and White, *The Elements of Style*, is old but concise and
good) and a dictionary regularly. For technical historical writing and citations use: Turabian, Kate L,
*A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (University of Chicago Press:
Chicago, 2007), which is the manual adopted by the History Department.

Due to the extent of the assignments no extra credit will be assigned or available.

**Grading Information:**
The grading scale for this course will be:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-93</td>
<td>A</td>
</tr>
<tr>
<td>84-89</td>
<td>A-</td>
</tr>
<tr>
<td>80-83</td>
<td>B+</td>
</tr>
<tr>
<td>77-79</td>
<td>B</td>
</tr>
<tr>
<td>73-76</td>
<td>B-</td>
</tr>
<tr>
<td>67-69</td>
<td>C+</td>
</tr>
<tr>
<td>63-66</td>
<td>C</td>
</tr>
<tr>
<td>60-62</td>
<td>C-</td>
</tr>
<tr>
<td>56-59</td>
<td>D+</td>
</tr>
<tr>
<td>52-55</td>
<td>D</td>
</tr>
<tr>
<td>50-49</td>
<td>D-</td>
</tr>
</tbody>
</table>

A student with a semester average below 60 will fail the course.
SJSU mandates that a grade of Incomplete be granted only when a student has satisfactorily completed a substantial portion of the course requirements and is unable to complete the course because of an accident, illness, or some other event beyond the student's control.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Course Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus. (See SJSU Academic Senate Policy S12-3.)

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. Careful time management will be required to keep up with readings and assignments in an intensive course such as this one.

For this class, students will write an in-class midterm examination and a combined take-home and in-class final examination. Each student also, must complete a 7-9 page typed research paper, which will require at least two meetings outside of class with the instructor, a 5-6 page typed book review, and a 5-7 page typed analytical essay addressing a primary source from questions provided by the instructor. Specific and additional details will be provided during the semester.
Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center’s tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop—in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/
## History 126 Advanced Topics in Medieval History: Christianity
### Spring 2014 Course Schedule

This schedule is subject to change with fair notice via in-class announcement, email, or a post on the instructor’s web site.

Table 1 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 1    | R 23 Jan | Introduction  
*From Jesus to Christ*, Pt. 1: Introduction to the Life and Era of Jesus—Jewish and Roman Influences |
| 2    | T 28 Jan | Hellenistic and Jewish background—*EC* questions  
Greek and Roman Context of *EC*—*EC* questions  
**READ:** *EC*, 1-36;  
*From Jesus to Christ*, Pt. 3: Social and Religious milieu of the Gospels  
**READ:** *Bible*: Mark; Matthew 1-6, 13, 20; 23, 26-28; Luke 3-4, 6:17-49, 10:29-44, 22:24; |
|      | R 30 Jan |  |
| 3    | T 04 Feb. | Jesus Movement: Jewish Christianity—  
Telling the story of Jesus—debate, identity, and separation  
Earliest communities, beliefs, and tensions within the nascent the Jesus movement and with the Jews  
**READ:** Reading: *EC*, 43-50; Acts, 1-16 |
|      | R 06 Feb. | Jesus Movement: Gentile Christianity—  
Pauline mission and early expansion  
Pauline and non-Pauline Christian writings  
Earliest “Christian” communities, practices, and theology  
**READ:** Reading: *EC*, 44-50; *Bible*, 1 & 2 Thessalonians; 1 Corinth., Galatians, Romans. |
| 4    | T 11 Feb. | Diversity and Problems of the 2nd and 3rd Centuries  
Gnosticism and Marcionites  
**READ:** *EC*, 52-61; |
|      | R 13 Feb. | Emerging structure of the Church: Bishop, Creed, and Canon (Ireneus)  
| 5    | T 18 Feb. | Christian Apologia: spreading and unifying the faith:  
Early Persecutions  
Early developments: Justin Martyr, Montanism  
Later Apologists: Tertullian, Clement, and Origin  
**READ:** *EC*, 79-88; 91-105 |