



Course Syllabus

TRH2412 – Age of Schisms: History of the Eastern Churches 451-1204

Trinity College

Toronto School of Theology

Winter/Spring (January to April) 2019

Instructor Information

Instructor: Dr Daniel G Opperwall
Office Location: Larkin Building, Office 317
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Office Hours: By appointment.

Course Identification

Course Number: TRH2412
Course Name: Age of Schisms: History of the Eastern Churches 451-1204
Course Location: Larkin Building, Room ___ (*and online section*)
Class Times: Thursdays, 7pm to 9.30pm
Prerequisites: None

Course Description

This course will examine the history of the Church from the years 451 (the Council of Chalcedon) to 1204 (the sac of Constantinople) with emphasis on the Eastern Churches. Key topics will include the Council of Chalcedon and the following Ecumenical Councils, the reign of Emperor Justinian, the Great Schism, and the Crusades. Throughout the course, emphasis will be placed on engaging with primary sources. In addition, we will pay special attention to the nature of Church History as a discipline, and what it means to study Christianity during an often difficult time.

The course will be assessed on the basis of participation in class discussions, short examinations on factual data (names, dates, etc), and two written assignments demonstrating students' ability to use primary sources in the study of history. Online sections will use the portal system for participation and evaluation.

Expanded Course Description

The period from 451-1204 is one of the most fascinating, dynamic, exciting, and tragic in the history of the Church. In 451, the Council of Chalcedon would debate and reformulate a Christian theology of the Incarnation, yet this work of reformulation would result in a massive schism that would reshape the map of Christianity, a schism which is still with us to the present day.

In the fallout of the Chalcedonian divide, bishops and emperors would continuously seek reunion between the two new church families, both through theological dialogue and political force. Remarkable figures like the Justinian the Great forged powerful empires while seeking theological accord. Such attempts at reunion were, at times, momentarily successful. At other times, however, they created even further division within the Church, as in the case of the Monothelite controversy of the 7th Century, and the iconoclastic controversy soon to follow. Ecumenical councils would solve some of these debates with the help of great thinkers like Maximus the Confessor and John the Damascene, but never without cost.

Meanwhile, an increasing divide between the eastern and western Churches was beginning to become obvious. By the 9th Century, the problems of the filioque and the papacy began to break the Church apart during the Photian schism. Yet, in spite of the increasing pressure, a centuries long unity would be forged amid the controversy, one of the greatest feats of Christian reunion ever accomplished.

Still, by the 11th Century, the fractures within Christianity continued to grow. The breakdown of relations between what would become the Orthodox and Roman Catholic Churches began to take shape. Theological and ecclesial controversy would be solidified by the crusades, especially the sac of Constantinople in 1204. The age of schisms would come to a close with Christianity divided East to West, and Chalcedonian to non-Chalcedonian, with over a half dozen schisms, both temporary and lasting, in between.

Through it all, the eastern Mediterranean would be embroiled in invasions and counter-invasions, the long, slow collapse of the last remnants of the Roman Empire, the arrival and sudden rise of Islam, the growth of Russian and Slavic power, followed by the Christianization of the same, with riots, sieges, and intrigues standing next to long periods of peace, prosperity, and genuine Christian charity. The world we know today would begin to become visible, while an older order faded away, leaving the Church to find her bearings amid a new political landscape and the scars of Christian division.

In this course, we explore the history of this remarkable age of schisms. Crucially, we will ask what it is, politically and theologically, that causes Christians to separate from one another. Yet, of equal importance, we will also ask what drives Christians to seek unity in nearly every generation of the Church, and what strategies for crafting unity have been most effective over time. Emphasis will be on the complex politics of the period, contextualizing the theological and ecclesiological debates of the time. East/West relations will be a topic of special focus.

Course Resources

Required Secondary Books

Meyendorff, John. *Imperial Unity and Christian Divisions*. (Crestwood: SVS, 1990).

Louth, Andrew. *Greek East and Latin West*. (Crestwood: SVS, 2007).

Papadakis, Aristeides. *The Christian East and the Rise of the Papacy*. (Crestwood: SVS, 1994).

Primary Source Readings

Each week, students will read a selection of primary sources from the period. Class discussion will centre on these sources, so students should bring an electronic or printed copy of them to class. Primary source readings will be posted to blackboard *at least* two weeks in advance of the date for which they are to be completed. Primary source readings will, in general, be fairly short (in comparison to textbook readings)-but they should be read carefully in preparation for detailed discussion of them. All primary source readings will be in English translation.

Course Portal

This course will make extensive use of the University of Toronto's Learning Portal also known as 'Blackboard'.

To access the portal, go to the UofT portal login page at <https://portal.utoronto.ca> and log in using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>.

Please ensure that you are familiar with how to access the system and navigate through it. The portal will be used in the following ways:

- Keeping an updated version of the course syllabus and calendar
- Providing course readings, bibliographies and other handouts
- Sharing additional online resources
- Communicating class notices and updates
- Issuing assignment guidelines and deadlines
- Accepting assignment submissions
- Providing feedback and grades for all assignments and other course requirements

In addition, for the online section, the portal will be used in the following ways:

- Delivering weekly course lectures and seminars (available also for classroom-based students for review)
- Enabling student participation and interaction in the blogs, discussion forums and other online communications (see course requirements and evaluation below)

Auditors who do not have a UTORid should speak to the instructor to receive guest access to the course portal.

As in the classroom, online communication must be carried out respectfully and civilly at all times. Writing within the online media of blogs, discussion forums is not an excuse for laziness, lack of proper reflection or incivility. Arguments must be carefully crafted, respectfully presented and grounded in source texts and solid reflection. Students who fail to adhere to these guidelines will not succeed in this course.

Course Learning Objectives

Students successfully completing this course will be able to:

- Identify key figures, events and dates in Church history from the period. (Lectures, text-book readings, information quizzes and exams).
- Identify key primary source materials from the period and their authorship. (Lectures, primary source readings, information quizzes and exams).
- Discuss Church history more effectively, verbally and in writing, by making logical arguments about primary materials, engaging relevant secondary sources, and meeting academic standards for writing and annotation. (Primary source readings, writing assignments, directive feedback thereon, class/online discussion).
- Assess critically their own historiographical assumptions, and those of various secondary authors. (Lectures, class/online discussion, text-book readings)
- Discuss how Church history should and/or does affect contemporary religious communities, parishes, and churches so as to more effectively guide their congregations and communities through discussion about Christianity's past. (Class/online journaling).

| Course Outcomes: Knowledge of the Area of Concentration | Course Elements | Programme Outcomes |
|---|---|---|
| <i>Students successfully completing this course will be able to:</i> | <i>This outcome will be achieved through these course elements:</i> | <i>This course outcome corresponds to these aspects of the Basic Degree Learning Outcomes</i> |
| Identify key figures, events and dates in Church history from the period. | Lectures, text-book readings, information quizzes and exams | Religious heritage Cultural context |
| Identify key primary source materials from the period and their authorship. | Lectures, primary source readings, information quizzes and exams | Religious heritage Cultural context |
| Discuss Church history more effectively, verbally and in writing, by making logical arguments about primary materials, engaging relevant secondary sources, and meeting academic standards for writing and annotation. | Primary source readings, writing assignments, directive feedback thereon, class/online discussion | Religious heritage Cultural context Formation of Character Leadership |
| Assess critically their own historiographical assumptions, and those of various secondary authors. | Lectures, class/online discussion, text-book readings | Cultural context Formation of Character |
| Discuss how Church history should and/or does affect contemporary religious communities, parishes, and churches so as to more effectively guide their congregations and communities through discussion about Christianity's past. | Class discussion/online journalling | Cultural Context Formation of Character Leadership |

Evaluation

Requirements – Classroom Section

The final grade for the course will be based on the following areas:

- **Short response.** Once during the term, each credit student will compose a short response to the primary source passage or passages for the week. This will not exceed 1000 words [strict] and will not involve research. The instructor will provide a series of critical questions for each primary source designed to help students get started on the essay. Students will present their short response to the class at the beginning of discussion for that week, either in summary or by reading it aloud (whichever is more comfortable), and will assist in leading the following discussion along with the instructor. 15%
- **Final paper.** By the end of exam week, students will turn in a final paper. This will (typically) expand upon their discussion in the short response (changes in topic are allowed if the instructor has been consulted in advance). The paper will not exceed 3000 words [strict]. The final paper should focus on assessment of the primary source material, but will be expected to delve further into the primary sources in question (thus, reading beyond the passage reviewed for class) and to incorporate academic research (secondary sources). The final paper should be synthetic and argumentative. 30%
- **Midterm** Data-based exam, completed online, involving brief multiple choice, fill-in, and short answer. Students will take the midterm online; no time limit; open resource but no collaboration with other students while in progress. The midterm will be available for a full week leading up to the time that they are due (listed in the course calendar below) 15%
- **Final Exam** Brief multiple choice, brief matching, short answer on a primary source passage, essay. Taken online; no time limit; open resource but no collaboration with other students while in progress. The exam will be available online throughout exam week, but is only taken once. 20%
- **Participation** The course will involve a substantial discussion component each week. Students will be evaluated on preparedness for this discussion. Students will assist in leading one session of discussion as well by way of presenting their short response (as noted above). 20%

Requirements – Online Section

The final grade for the course will be based on the following areas:

- **Course Journals/Participation.** In lieu of in-person class discussion, online students will be required to submit a very short [750 word, strict maximum] written response to the readings *each week*. The instructor will provide a series of critical questions for each primary source designed to help students get started on the essay. This weekly response will be informal and will not require research beyond the assigned primary sources; it should, however, be thoughtful and carefully written. Selections from these responses will be posted to the course module the following week, along with video comments from the instructor, for student consideration. For this reason, it will be crucial for all students to keep up with the course throughout term in order to facilitate insightful discussion. 35%

- **Final paper.** By the end of exam week, students will turn in a final paper. This will (typically) expand upon their discussion in the short response (changes in topic are allowed if the instructor has been consulted in advance). The paper will not exceed 3000 words [strict]. The final paper should focus on assessment of the primary source material, but will be expected to delve further into the primary sources in question (thus, reading beyond the passage reviewed for class) and to incorporate academic research (secondary sources). The final paper should be synthetic and argumentative. 30%
- **Midterm** Data-based exam, completed online, involving brief multiple choice, fill-in, and short answer. Students will take the midterm online; no time limit; open resource but no collaboration with other students while in progress. The midterm will be available for a full week leading up to the time that they are due (listed in the course calendar below). 15%
- **Final Exam** Brief multiple choice, brief matching, short answer on a primary source passage, essay. Taken online; no time limit; open resource but no collaboration with other students while in progress. The exam will be available online throughout exam week, but is only taken once. 20%

Grading System

| Letter Grade | Numerical Equivalents | Grade Point | Grasp of Subject Matter | Other qualities expected of students |
|--|-----------------------|-------------|---|--|
| A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base. | | | | |
| A+ | 90-100 | 4.0 | Profound and Creative | Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive knowledge base |
| A | 85-89 | 4.0 | Outstanding | |
| A- | 80-84 | 3.7 | Excellent | Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base |
| B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature. | | | | |
| B+ | 77-79 | 3.3 | Very Good | Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature |
| B | 73-76 | 3.0 | Good | |
| B- | 70-72 | 2.7 | Satisfactory at a post-baccalaureate level. | Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature |
| FZ | 0-69 | 0 | Failure | Failure to meet the above criteria |

Policy on Late Assignments

The instructor reserves the right to deduct up to 2.5% of the final assignment grade for each week that an assignment is late. Students are generally granted a 'grace week' provided the instructor is informed of any special circumstances before the assignment deadline.

This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (for instance, a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = 'standing deferred') beyond the term. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course Grades

Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or end-notes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/content/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all credit students are required to have a valid utoronto email address. Students must have set up a utoronto email address which is entered in the ROSI system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses.

Course Schedule

Week 1 – Introduction

- Course introduction
- Key background events

Week 2 - 5th Century

- Council of Chalcedon
- Aftermath of Chalcedon
- Acacian Schism

Week 3 - 6th Century

- Justinian
- Non-Chalcedonian communities

Week 4 - 6th Century

- Three Chapters Controversy
- 5th Ecumenical Council

Week 5 - 7th Century

- Monothelite and monoenergist controversies
- Lateran Council
- 6th Ecumenical Council
- Quinisext Council
- Rise of Islam

Week 6 - 8th Century

- Iconoclasm

Week 7 - 9th Century

- Renaissance
- Photius
- Early responses to filioque

Week 8 - 10th Century

- 9th and 10th Century
- Non-Chalcedonian communities

Week 9 - 11th Century

- The “Great Schism”

Week 10 - 11th Century

- Aftermath of Schism

- Real meaning of the Schism
- Seeking reunion

Week 11 - 12th Century

- Russian and Slavic Christianity 9th-12th Centuries

Week 12 - 13th Century

- The Crusades
- Sack of Constantinople

Please note that this syllabus is subject to change in accordance with the regulations in the TST *Basic Degree Handbook*.