



Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number : WYB5032HS
Course Name: Early Christian Self-Definition and the Separation from Judaism
Campus: St. George

Instructor Information

Instructor: Terry Donaldson Teaching Assistant:
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Office Hours:

Course Prerequisites or Requisites

Give the course code and title of any pre-requisite or requisite courses.

Course Description

A study of the developing self-understanding of early Christianity, seen in the context of the process by which the Christ movement separated from its Jewish matrix and developed into a distinct, largely Gentile religion. The major portion of the course will consist of a study of selected Christian literature with attention to specific issues of self-definition.

Course Methodology

Lectures, readings, discussions, student presentations, research paper.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will have acquired the following levels of knowledge:	This outcome will be achieved through these course elements:	This course outcome corresponds to this aspect of the TST outcomes statement for the individual AD programs:
• competent level of understanding of the process by	• course as a whole	• PhD: 1.1; 1.2

which the early Christian movement developed into a distinct religion, separate from Judaism (30 – 150 CE);		<ul style="list-style-type: none"> • ThM I: 1.2 • ThM II: 1.2 • MA: 1.2
• competent level of understanding of the various ways in which this process has been understood and conceptualized;	lectures; readings; seminar participation;	<ul style="list-style-type: none"> • PhD: 1.1; 1.2 • ThM I: 1.2 • ThM II: 1.2 • MA: 1.2
• competent level of understanding of pertinent aspects of Christian self-definition vis-à-vis both Judaism and the Roman world;	lectures; readings; seminar participation	<ul style="list-style-type: none"> • PhD: 1.1; 1.2 • ThM I: 1.2 • ThM II: 1.2 • MA: 1.2
• proficient level of understanding of at least one early Christian writing as seen in the context of this process of separation and self-definition;	seminar participation; seminar presentation; final paper	<ul style="list-style-type: none"> • PhD: 1.1; 1.2; 2.4; 2.5 • ThM I: 1.2; 2.5; 2.6 • ThM II: 1.2; 2.4; 2.5 • MA: 1.2; 2.5; 2.6
By the end of this course, students will have had an opportunity to demonstrate and enhance their level of ability in the following areas:	This outcome will be achieved through these course elements:	This course outcome corresponds to this aspect of the TST outcomes statement for the individual AD programs:
(for all students) the use of at least one language pertinent to theological scholarship other than English	<ul style="list-style-type: none"> • final paper 	<ul style="list-style-type: none"> • PhD: 2.2.1 • ThM I: 2.2.1 • ThM II: 2.2.1 • MA: 2.2.1
(for students in the Biblical Department) reading early Christian Greek writings as well as the use of at least one modern language	<ul style="list-style-type: none"> • seminars • final paper 	<ul style="list-style-type: none"> • PhD: 2.2.2 • ThM I: 2.2.2 • ThM II: 2.2.2 • MA: 2.2.2
the use of a library and the construction of a bibliography	<ul style="list-style-type: none"> • final paper 	<ul style="list-style-type: none"> • PhD: 2.2.3 • ThM I: 2.2.4 • ThM II: 2.2.3

		• MA: 2.2.4
scholarly skills: • clear and effective communication in both oral and written forms; • the construction of a logical argument; • the making of informed judgments on complex issues; • the use of standard conventions of style for scholarly writing.	• seminars • final paper	• PhD: 2.2.5 • ThM I: 2.2.6 • ThM II: 2.2.5 • MA: 2.2.6
By the end of this course, students will have had an opportunity to demonstrate and enhance the following areas of vocational preparation:	This outcome will be achieved through these course elements:	This course outcome corresponds to this aspect of the TST outcomes statement for the individual AD programs:
• critical awareness of the hermeneutical issues raised by the process of church-synagogue separation and its contemporary consequences.	• course as a whole • seminars • interaction with students from other ecclesiastical and theological traditions	• PhD: 4.3.1.2

Course Resources

Required Course Texts

- Thomas B. Falls and Thomas P. Halton (trans. & ed.), *St. Justin Martyr: Dialogue with Trypho* (Washington DC: Catholic University of America Press, 2003).
- Other readings (listed below) are available on the course website or on reserve at the Graham Library

Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login 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>. Students who have trouble accessing Blackboard should ask Thomas Power for further help.

Class Schedule

Procedure and Outline

Class time will be used in three different ways:

- (1) **Lectures:** For at least part of each class in the first half of the course, I will provide a framework for the course in a series of lectures. The outline for the lectures is given below.
- (2) **Justin's Dialogue; Epistle to Diognetus:** Also in the first part of the course, we will spend five hour-long sessions in discussion arising from assigned readings in Justin's Dialogue (four weeks) and the Epistle to Diognetus (one week), together with selected secondary sources. Prior to the class in which the readings are to be discussed (specifically, by noon on the Wednesday prior to Thursday's class), students are to post one observation or question arising from the readings on the Discussion Board of the course website. These postings should relate to some aspect of the four course questions described below (see the section on "Seminar paper" under "Requirements") and should arise from some intersection of or interaction between the two readings. Each posting should be focused (dealing with one main point) and concise (a paragraph or two). The postings will provide us with a point of departure for further discussion in class.
- (3) **Seminar presentations:** Most of the classes after reading week will be devoted to a study of selected pieces of the New Testament and other early Christian literature. The selection of literature will depend to some extent on the particular interests of those in the class. The basis of our study will be short papers prepared by members of the class. These papers will not be delivered orally; instead, they will be posted on the course website ahead of time (see further below), read by the other members of the class and then discussed in class. Prior to each class, all other students will be required to read the paper or papers for the week and to prepare a question arising from the paper. The questions are to be posted on the Discussion Board as above (i.e., by noon on the Wednesday prior to Thursday's class).

The **lectures** will follow this outline:

1. Introduction
2. Separation from Judaism
 - 2.1 Factors affecting current context
 - 2.11 Holocaust and Christian anti-Judaism
 - 2.22 New conceptions of Second Temple Judaism
 - 2.23 New conceptions of Christian origins
 - 2.2 The situation at 30 and 150 CE
 - 2.21 Earliest Jewish Christianity: social placement and self-understanding
 - 2.22 Justin Martyr: social placement and self-understanding
 - 2.3 The process of separation:
 - 2.31 Stages
 - 2.32 Factors
 - 2.4 Christian self-definition vis-à-vis Judaism
3. Gentilization
 - 3.1 Jewish "patterns of universalism"
 - 3.2 Early Christian patterns of Gentile inclusion
 - 3.3 The process of Gentilization
 - 3.4 "Gentiles"
 - 3.5 The landscape in the middle of the 2nd c.
 - 3.6 Christian self-definition vis-à-vis the Roman empire

Week 1 (January 13) Lecture.

Week 2 (January 20) Lecture. (Read Justin Dial. 1-10 before class; we will touch on it briefly).

Week 3 (January 27) Discussion of readings:

- Justin Dial. 11-30
- Stephen G. Wilson, *Related Strangers: Jews and Christians 70–170 C.E.* (Minneapolis: Fortress Press, 1995), pp. 258-284 (available on reserve shelf)

Lecture.

Week 4 (February 3) Discussion of readings:

- Justin Dial. 31-47
- Terence L. Donaldson, “Supersessionism and Early Christian Self-definition,” (available on the course website)

Lecture.

Week 5 (February 10) Discussion of readings:

- Justin Dial. 110–125
- Denise Kimber Buell, *Why This New Race: Ethnic Reasoning in Early Christianity* (New York: Columbia University Press, 2005), pp. 1–13, 94–115 (available on reserve shelf)

Lecture.

Week 6 (February 17) Reading Week.

Week 7 (February 24) Discussion of readings:

- Justin Dial. 130–142
- Terence L. Donaldson, “‘We Gentiles’: Ethnicity and Identity in Justin Martyr” (available on the course website)

Lecture.

Week 8 (March 2) Discussion of readings:

- Gospel of Matthew
- Terence L. Donaldson, *Jews and Anti-Judaism in the New Testament: Decision Points and Divergent Interpretations* (Waco, Tex.: Baylor University Press, 2010), chapter 2 (available under the filename “Matthew” on the course website)

Lecture.

Week 9 (March 9) Student presentation. **NOTE:** For each presentation, the other members of the seminar are to read both the primary text and the paper.

Week 10 (March 16) Student presentation.

Student presentation.

Week 11 (March 23) Student presentation.

Lecture.

Week 12 (March 30) Student presentation.

Lecture.

Week 13 (April 6) Wrap-up.

Evaluation

Requirements

The final mark for the course will be based on evaluations in four areas:

(1) **Preparation, presence and participation** (20%) – The weekly postings (observations on readings, questions on student papers) are included in the participation component. (See above, under “Procedures and Outline.”)

(2) **Seminar paper** (30%) – For each selected piece of early Christian literature we will be asking four questions (or, better, four sets of questions). These questions will be developed in the lectures, but they can be described here in brief; the first three are literary and theological, while the fourth is historical and sociological:

1. *The ekklesia and scriptural Israel*: the nature and character of scriptural Israel; the place and purpose of Israel in the process of salvation that is accomplished through Christ; the way in which Israel’s scriptures are claimed as a Christian book (the “Old Testament”); the presumed relationship between scriptural Israel and the *ekklesia*.
2. *Jews, Gentiles and the ekklesia*: the theological framework within which membership of non-Jews (“Gentiles”) in the *ekklesia* is understood; the *ekklesia* and the nations (*ethnē*); the status of Jewish Christ-believers; the relationship between Jewish and Gentile Christ-believers.
3. *Continuing Judaism*: attitude towards Jews and Judaism; the nature and purpose of anti-Judaic polemic; theological status of Judaism in the present and in the eschatological future.
4. *Socio-historical location*: location of the author and his intended readers with respect to Judaism and the wider Roman world; placement within the process of separation.

Each student is to select one piece of literature and to write a short paper (8–10 pages/2400–3000 words) dealing with the selected piece from the perspective of one (or more) of these four sets of questions. While the paper may function as part of the preparation for the final seminar paper (below), the primary purpose of the paper is to introduce the selected piece of literature to the other members of the seminar, to draw attention to aspects of the piece that have a bearing on one (or more) of the four sets of questions, and to identify questions for further investigation. The paper should also contain a substantial bibliography of secondary sources dealing with the selected piece of literature from the perspective of the questions being discussed in the course. (The bibliography will be in addition to the page / word total indicated above.) The paper (with bibliography) is to be submitted to the instructor in electronic form by 5:00 p.m. on the Friday before the class in which it will be discussed. It will then be posted on the course website (by Saturday morning at the latest). A sign-up sheet will be distributed the second week of class.

(3) **Final paper** (proposal: 10%; paper: 40%) – The final requirement is a scholarly paper (25 pages / 7500 words) on a topic to be chosen by the student and confirmed with the professor. Normally the paper will deal

with the same piece of early Christian literature that was the subject of the seminar paper, and will build on the work done for that paper. Nevertheless, in contrast to the seminar paper (which is to function more in an introductory, descriptive and question-raising way), the final paper should be a research paper (research question, deliberate attention to methodology, well-constructed argument in support of a thesis). A paper proposal (including a working bibliography) is to be submitted by Friday March 25. The paper is due by the end of examination week (i.e., Friday April 15). The date beyond which a student would need to arrange for an SDF (with his or her College AD Director) is April 22.

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

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/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) 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 endnotes. 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/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), 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>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

Bibliography

List here any bibliographic resources that will be helpful to students, both within the course and for further study.