

# BRESCIA UNIVERSITY COLLEGE

Religious Studies 2251G & History 2806G (Spring 2014)

## Women in the Christian Tradition from the First to the Twelfth Century

<b>Time:</b>	Tuesday, 2:30 - 4:30 Thursday, 2:30-3:30	<b>Location:</b> MRW 152
<b>Course Director:</b>	Dr. Theresa O'Donovan	<b>Office:</b> 177
<b>Phone Number:</b>	432-8353 (ext: 28243)	<b>Office Hours:</b> Mon. 2:30-3:30; Tues. 1:20-2:20; Thurs. 1:20-2:20 (or by appointment)
<b>e-mail:</b>	todonova@uwo.ca	

### Course Description:

This survey focuses on the activities of women within the Christian tradition from the first to the twelfth century. From the earliest disciples to the turn of the 1<sup>st</sup> millennium women played a vital role in both the Jesus movement and the development of Christianity. We examine the contributions made by women and the constraints placed on them in the socio-historical and ecclesial contexts in which they lived. Attention is given to philosophical and cultural ideas about women that helped shape women's lives and to the witness of particular women who sought meaningful participation in their religious tradition.

3 hours, 0.5 course.

Antirequisites: The former Religious Studies 160E, 162F/G.

### Course Requirements:

- |                                      |     |
|--------------------------------------|-----|
| 1. Participation                     | 10% |
| 2. Two Response Papers               | 15% |
| 3. Response Paper & Class Discussion | 15% |
| 4. Research Project and Presentation | 25% |
| 5. Final Exam                        | 35% |

### Required Texts:

- Malone, Mary. Women and Christianity. Ottawa: Novalis, 2000.
- Course Pack
- On-line readings (OWL)

## Description of Requirements

### **Participation (10%)**

The course is set up as a forum for discussion and interaction among us. It assumes a collaborative, participatory model of learning, whereby we all contribute to each other's understanding of the material under consideration.

Evaluation of your participation will be based on your attendance at class; frequency and clarity of your oral contributions (i.e., are you making an effort to contribute to class discussions? Is it evident that you have prepared for class?); and knowledge of the reading material and your ability to grasp its central themes (i.e., how carefully and critically did you read?).

### **Response Papers (15%)**

These 2 papers are each 3-4 typed pages in response to assigned readings. While you must include a brief summary, your reflection must also show your **interaction** with the readings. Such interaction may include questions or challenges raised by the author and/or your own questions and challenges arising from the readings. Focus on one reading, and use other readings, class discussions, and your own experience to put that reading into perspective.

A typical response will follow this pattern:

- ▶ A summary of the reading you chose. What is the main point of the reading? What evidence or argument does the author offer to support it?
- ▶ Some analysis of how other readings and class discussions relate to your central reading.
- ▶ What is your understanding of the issue? What is your understanding of the issue? What new things did you learn? What questions or issues were raised for you by the readings?
- ▶ Concluding remarks

1 <sup>st</sup> paper due on or before January 30 <sup>th</sup>
---

2 <sup>nd</sup> paper due on or before March 4 <sup>th</sup>
--

### **Response Paper & Class Discussion (15%)**

This assignment requires the writing of a response paper to a particular reading, as described above, and leading a class discussion on that reading (approximately 15 minutes). The purpose is to highlight significant aspects of the reading and facilitate further thinking and discussion about it among class participants. Please feel free to approach this task creatively, as in including an activity related to the topic.

Leading the discussion does not simply entail a reading of your response paper and posing questions to classmates. Please give a general overview of the content of the article you have chosen, then provide the class copies of a page on which you have summarized 4 or 5 significant issues addressed in the article. These will constitute the points to be discussed. It will help focus the discussion if you provide some direct quotations from the article.

Due on date of reading selected.
----------------------------------

### **Research Project and Presentation (25%)**

This task asks you, individually or in groups of 2, to select from a list of topics representing some aspect of the course, research that topic and present it to the class. If you would like to suggest a topic not on the list provided, please discuss your suggestion with the instructor.

Your 15-25 minute presentation should be informative, interesting and interactive. It is your chance to engage the class in some dynamic way. This precludes simply reading! Use your creativity and imagination to prepare a presentation that will be memorable. You may wish to present your research to the class using some form of creative expression. You could, for instance, compose and present an “autobiography” of a particular woman or reconstruct a day in her life. You could focus on a time period rather than an individual, and present a day in the life of a village, a period-piece newspaper or a meeting place discussion of ideas about men and women.

Each student will submit her/his own 7-9 page formal essay on the subject of the presentation (typewritten, double-spaced, one-inch margins). Be sure to document your paper carefully. This paper is due one week after your presentation. As part of your paper, please include *at least* a one page *personal* reflection on the importance of the topic and/or what you learned from your research.

### **Final Exam (35%)**

Short answers and essays.

The use of electronic devices is not permitted at the final exam.

## **Instructional Objectives:**

*Upon successful completion of this course, students will be able to:*

- ▶ Identify a number of women in the first millennium of the Christian tradition.
- ▶ Recognize and evaluate their contribution to that tradition, its range and variety of forms.
- ▶ Recognize and assess the constraints on women, and how they conformed to/ resisted those constraints.
- ▶ Paraphrase and critique patriarchal writings and teachings about women and the idea of womanhood / manhood present in those teachings.
- ▶ Explain the development of ideas about male and female in the first millennium of the Christian tradition.
- ▶ Explain and analyse the ambivalence toward women in Christian teaching.
- ▶ Summarize why and explain by what means the stories of women have been marginalized.
- ▶ Assess the importance of the recovery of women's stories and methods by which they are recovered.

## **General Expectations**

**1. *Deadlines:*** Deadlines are firm, and must be met. Absence from class on the day work is due does not constitute an extension. Any extension must be negotiated with the instructor prior to the due date. Any work submitted after the due date for which you have not followed this procedure may be penalized at five (5) percent per day.

It is particularly important that presentation dates are honoured. Failure to present on the specified date will be penalized by not less than 35%.

A medical accommodation for work valued at less than 10% of your total grade can be established with your instructor. For all other cases, please refer to Western's policy regarding "Medical Accommodation Policy," available at <https://studentservices.uwo.ca/secure/index.cfm> .

**2. Academic Integrity:** One operative assumption of this course, as with all university courses, is that all work you submit for marking will be **your** work. You must **properly cite all the sources** from which you gather your ideas and phrasing, and not only the directly quoted material.

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar, available at <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Plagiarism may be penalized with a failing grade in the assignment and an offence record that will be held in the Dean's office.

**3) Academic Style:** There are a number of acceptable styles of documentation: Chicago, MLA and APA. The MLA (Modern Language Association) style is preferred for this course. A link to an MLA style guide can be found on OWL

**4) Inclusive Language:** Please use non-sexist, non-discriminatory language in your writing. Language that reinforces sexism, racism, ethnic bias, homophobia, or other forms of prejudice and discrimination should not be used. Some general points: In English, there is a tradition of using male terms to refer to the whole human population: "man," "mankind," "he," and "his" are often employed in the generic sense. Since these terms refer also to exclusively male populations, using the same term for the two different meanings is ambiguous. Be specific: if you mean all people, males and females, say so. Instead of man/mankind, use humanity, human beings, human race, people, person(s), individual(s), men and women, women and men.

**5) A Respectful Learning Environment:** A respectful learning environment is a collective responsibility. We will listen to each other with openness and consideration, respecting individual differences and honouring each person's right to hold her or his own beliefs. This does not preclude discussion and/or disagreement, but does call for a considerate sharing of opinions and ideas.

**6) Grading:** Grading will be based on the extent and quality of research; on the imagination and critical judgment shown in papers, presentation and on the exam.

***University-wide grade descriptors:***

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

<http://westerncalendar.uwo.ca/2013/pg104.html>

# BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

## 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>. If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2013/pg117.html>

## 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

### **3. ABSENCES**

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

### **4. POLICY ON CHEATING & ACADEMIC MISCONDUCT**

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that “you didn't know it was wrong” is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

## **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams perform a similarity review as part of standard exam analysis.

## **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

## **6. PREREQUISITES AND ANTIREQUISITES**

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

## **7. SUPPORT SERVICES**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at [http://www.brescia.uwo.ca/academics/registrar\\_services/index.html](http://www.brescia.uwo.ca/academics/registrar_services/index.html). The Western Registrar's website is at <http://www.registrar.uwo.ca/index.html>. The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

---

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

## Women in the Christian Tradition from the 1st to the 12th Century

### Lecture Schedule, Readings and Presentation Possibilities

#### January

<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>For Discussion</i>	<i>Presentation Possibilities</i>
Tues. Jan. 7	Introduction	<ul style="list-style-type: none"> <li>• Malone, Chapter One</li> </ul>		
Thurs. Jan. 9	Introduction	<ul style="list-style-type: none"> <li>• Margaret R. Miles, "Mapping Feminist Histories of Religious Traditions" (OWL)</li> </ul>		
Tues. Jan. 14	The Women Around Jesus	<ul style="list-style-type: none"> <li>• Malone, Chapter Two</li> <li>• New Testament: Mark 5: 21-43; 10:1-12; 14:3-9; 15:40-16:20; Luke 10:38-42; John 4:1-42; 11:1-44</li> <li>• King, "Canonization and Marginalization: Mary of Magdala" (CP)</li> </ul>	<ul style="list-style-type: none"> <li>• King, "Canonization and Marginalization: Mary of Magdala"</li> </ul>	<ul style="list-style-type: none"> <li>• Martha and Mary</li> </ul>
Thurs. Jan. 16	The Women Around Jesus	<ul style="list-style-type: none"> <li>• Phipps, "Itinerating Wives and Mary Magdalene" (OWL)</li> <li>• Wall, "Jesus and the Unclean Woman" (OWL)</li> </ul>	Wall, "Jesus and the Unclean Woman"	
To here Tues. Jan. 21	Early Christian Women	<ul style="list-style-type: none"> <li>• Malone, Chapter Three</li> <li>• Romans 16: 1-16;</li> <li>1 Corinthians 7;</li> <li>1 Corinthians 11: 2-16;</li> <li>1 Corinthians 14: 26-35;</li> <li>Galatians 3: 23-29</li> </ul>		<ul style="list-style-type: none"> <li>• Paul and the Corinthian Church</li> </ul>

Thurs. Jan. 23	Early Christian Women	<ul style="list-style-type: none"> <li>• Polaski, “Paul and Real Women” (OWL)</li> <li>• Deutero-Pauline Texts: Colossians 3: 18-4:1, Ephesians 5: 21 - 6:9; 1 Tim 2: 8-15; 1 Tim 5: 3-16; 1 Peter 2:18-3:8</li> </ul>	• Polaski: “Paul and Real Women”	• The Household Codes
Tues. Jan. 28	Women in Apocryphal and Gnostic Literature	<ul style="list-style-type: none"> <li>• Malone, Chapter 4</li> <li>• “The Acts of Paul and Thecla.” (OWL)</li> </ul>	• “Paul and Thecla”	
Thurs. Jan 30	Women in Apocryphal and Gnostic Literature  <b><u>Response Paper Due</u></b>	<ul style="list-style-type: none"> <li>• “The Gospel of Mary” (OWL)</li> <li>• King, Karen, “Women in Ancient Christianity” (OWL)</li> </ul>		• Montanists: Priscilla and Maxima

## February

<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>For Discussion</i>	<i>Presentation Possibilities</i>
Tues. Feb. 4	Martyrdom	<ul style="list-style-type: none"> <li>• Malone, Chapter 5</li> <li>• Pliny on the Christians (OWL)</li> </ul>		

Thurs. Feb. 6	Martyrdom	<ul style="list-style-type: none"> <li>• “The Martyrdom of Saints Perpetua and Felicitas” (OWL”)</li> <li>• Oden, ed., “Acts of the Martyrs” (CP)</li> <li>• Salisbury, “Perpetua’s Passion” (CP)</li> </ul>	<ul style="list-style-type: none"> <li>• Salisbury, “Perpetua’s Passion”</li> </ul>	<ul style="list-style-type: none"> <li>• Blandina</li> </ul>
Tues. Feb. 11	Women’s Leadership	<ul style="list-style-type: none"> <li>• Malone, Chapter 6</li> <li>• Kaveny, “The Order of Widows” (pp. 11-20; Conclusion: pp. 27-29). (OWL)</li> </ul>	<ul style="list-style-type: none"> <li>• Kaveny, “The Order of Widows”</li> </ul>	
Thurs. Feb. 13	Women’s Leadership	<ul style="list-style-type: none"> <li>• Gregory of Nyssa, “The Life of Macrina” (OWL)</li> </ul>		<ul style="list-style-type: none"> <li>• Macrina</li> </ul>
Feb. 18 Feb 20	<b>Reading Week</b>			
Tues. Feb. 25	The Ascetic Life	<ul style="list-style-type: none"> <li>• Malone, Chapter 7</li> <li>• Clark, ed., “Jerome: The Exaltation of Christian Virginitv” (CP)</li> <li>• Jerome, “On a Girl’s Education” (OWL)</li> </ul>	<ul style="list-style-type: none"> <li>• Jerome, “On a Girl’s Education”</li> </ul>	
Thurs. Feb. 27	The Ascetic Life	<ul style="list-style-type: none"> <li>• Swan, “The Forgotten Desert Mothers” (CP)</li> <li>• Kraemer, ed., “Sayings of the Desert Mothers” (CP)</li> </ul>		<ul style="list-style-type: none"> <li>• Desert Mothers</li> </ul>

## March

<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>For Discussion</i>	<i>Presentation Possibilities</i>
Tues. Mar. 4	Patristic Attitudes Toward Women  <b><u>Response Paper</u></b> <b><u># 2</u></b>	• Keane, “Woman in the Theological Anthropology of the Early Fathers” (OWL)	• Keane, “Woman in the Theological Anthropology of the Early Fathers”	
Thurs. Mar. 6	Patristic Attitudes Toward Women	• Rossi, “The Legitimation of the Abuse of Women in Christianity” (OWL)	• Rossi “The Legitimation of the Abuse”	• Tertullian • Jerome • Augustine of Hippo
Tues. Mar. 11	Abbesses	• Malone, Chapter 8		• Hilda
Thurs. Mar. 13	Abbesses	• Radegund of Poitiers (OWL)	• Radegund of Poitiers	
Tues. Mar. 18	Female Monasticism	• Malone, Chapter 9		• Frideswide
Thurs. Mar. 20	Female Monasticism	• Oden, ed., “Leoba” and “Dhuoda,” (CP)  • Jaffe, “Ethics in the Family: A Ninth Century Mother Trains her Sons” (OWL)	• Jaffe, “Ethics in the Family”	
Tues. Mar. 25	Women in Early Irish Christianity	• Van de Weyer, <u>Celtic Fire</u> (CP)	• Van de Weyer, Celtic Fire	• St. Brigid of Kildare
Thurs. Mar. 27	Women in Early Irish Christianity	• Sellner, “Heavenly Fire: Celtic Spirituality and Intimations of the Future” (OWL)		

## April

<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>For Discussion</i>	<i>Presentation Possibilities</i>
Tues. Apr. 1	The end of the 1 <sup>st</sup> Millennium	• Malone, Chapters 10 & 11		• Pope Joan
Thurs. Apr. 3	The end of the 1 <sup>st</sup> Millennium	• The Plays of Roswitha: Dulcitus (OWL)		• Hroswitha
Tues. Apr. 8	Into the 2 <sup>nd</sup> Millennium  Wrap- Up	• Malone, “Entering the Second Millennium: Issues and Ideas” (CP)  • Hildegard of Bingen (OWL)  • Bellan-Boyer, “Conspicuous in their Absence” (OWL)		