THEO1002 - Forming the Faith: History of the Early Church
Course Outline

Course Co-ordinator: Assoc Prof. Grahame Feletti
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Ph: 49217930
Fax: 49216933
Email: grahame.feletti@newcastle.edu.au
Consultation hours: TBA through email

Semester: Semester 2 - 2009
Unit Weighting: 10
Teaching Methods
Lecture
Workshop

Brief Course Description
This course provides students with an overview of the development of Christianity in the first formative centuries of the Christian Faith. Through lectures and a workshop programme, students will be introduced to key features and factors in the genesis and growth, identity and developing self-understanding of the early Church, with particular attention to the interaction of faith and theology with the changing social, cultural and intellectual worlds of antiquity.

Following an introduction to the Jewish and Roman milieus within which Christianity first emerged, the course outlines and critically examines how and why the Christian faith developed and the relationship of the first ecclesial communities to their wider societies. The major achievements, turning-points and key theological and doctrinal controversies and contributors are explored, providing an understanding of the main lines and varieties of patristic life, theology, devotion and church order in east and west, and of how they continue to have significance in the life of Christianity today.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Workshop for 1 Hour per Week for the Full Term

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2009
CTS Download Date: 17.7.09
Learning Materials/Texts
SEE BELOW

Course Objectives
The aim of the course is to:
1. Introduce students to foundational aspects of Christian life and theology as formed by the historical developments of the Church in its first centuries to c.500CE;
2. Introduce students to key approaches to the study and critical use of Christian history as part of the continuing development of Christian thought and praxis;
3. Provide students with illustrative examples of early Christian life and theology as the expression of a changing Christian identity under the pressure of different social contexts;
4. Enable students to begin to make initial theological judgments about particular doctrinal developments in relation to their historical contexts.

Course Content
Lectures
Students will be required to attend 2 x one hour lectures and a one hour workshop on the theme of the lectures each week. Themes will include: the social and cultural worlds of the first Christians, and the key question of how and why the Early Church grew; shaping the first churches (ministry and apologia); Gnosticism and the rise of the Canon; relating Faith to the World (Origen, Tertullian and Cyprian); persecution, heresy and martyrdom; Constantine and the Constantinian Church; asceticism and desert monasticism; Arianism and the Council of Nicaea; the Ecumenical Councils and definition of the Trinity; Augustine and his World; women and social life in the First Christian Churches; baptism, liturgy, discipline and church order in the late Roman Empire; and mission and Identity in the aftermath of the Roman Empire: Celts, Romans and _paganos_.

Workshops
It is expected that students will both contribute to, and at times lead, discussions as a part of the assessment regime of the course. The readings for the workshops will include the relevant primary documents in J.Stevenson (ed), A New Eusebius (revised edition, London, SPCK, 1987) and J.Stevenson (ed), Creeds, Councils and Controversies, together with appropriate sections of the other core texts and other relevant required resources.

Assessment Items
<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>(2) for the total of 3,500 words, 75% total mark.</th>
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<tbody>
<tr>
<td>Tutorial Presentation</td>
<td>10% total mark</td>
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<tr>
<td>Quiz - Class</td>
<td>One Class quiz 15% total mark</td>
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Assumed Knowledge
Nil

Callaghan Campus Timetable
THEO1002
FORMING THE FAITH: HISTORY OF THE EARLY CHURCH
Enquiries: School of Humanities and Social Science
Semester 2 - 2009
Lecture and Workshop Monday 14:00 - 17:00 [MCG25]

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic
endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or

- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at:

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**
Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: http://www.newcastle.edu.au/policylibrary/000641.html

**Note:** different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term,** except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.
To check or change your enrolment online go to myHub: [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)

### STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:

The **Student Hubs** are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
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<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
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</table>
| Shortland Hub: Level 3, Shortland Building | contact your program officer or [EnquiryCentre@newcastle.edu.au](mailto:EnquiryCentre@newcastle.edu.au)
| Hunter Hub: Level 2, Student Services Centre | Phone 4921 5000 |

**City Precinct**

City Hub & Information Common, University House

**Central Coast Campus (Ourimbah)**

Student Hub: Opposite the Main Cafeteria

**Port Macquarie students**

contact your program officer or [EnquiryCentre@newcastle.edu.au](mailto:EnquiryCentre@newcastle.edu.au)

**Singapore students**

contact your PSB Program Executive

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### OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>General enquiries</th>
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<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>Phone: 02 4921 5000</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
</tbody>
</table>

| Rules Governing Undergraduate Academic Awards | Email: [EnquiryCentre@newcastle.edu.au](mailto:EnquiryCentre@newcastle.edu.au) |
| [www.newcastle.edu.au/policylibrary/000311.htm](http://www.newcastle.edu.au/policylibrary/000311.htm) | **The Dean of Students** |

| Rules Governing Postgraduate Academic Awards | **Deputy Dean of Students (Ourimbah)** |
| [www.newcastle.edu.au/policylibrary/000306.htm](http://www.newcastle.edu.au/policylibrary/000306.htm) | Phone: 02 4921 5806; Fax: 02 4921 7151 |

| Rules Governing Professional Doctorate Awards | Email: [resolutionprecinct@newcastle.edu.au](mailto:resolutionprecinct@newcastle.edu.au) |
| [www.newcastle.edu.au/policylibrary/000580.htm](http://www.newcastle.edu.au/policylibrary/000580.htm) | **The Dean of Students** |

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.
Forming the Faith Church History to 500CE  
Semester 2, 2009

Week 1  The Birthplace of Christianity  
The Mediterranean World  
Ceasar Augustus  
Roman Society and Religion  
Philosophies and Mystery Religions  
First Century Judaism in Palestine  
Judaism in the Mediterranean World  
Jesus the Jew  

Read:  
Frend. W.H.C.  The Early Church  chpt.1 and 2  
OR  
OR  
Chadwick. Henry.  The Early Church  chpt.1.pp9-18  

Further Reading  

Week 2  The Emergence of Christianity  
Judaism: Sadducees, Pharisees, Herodians, Essenes  
The World of Paul  
Identity: Christianity and Judaism.  
Jewish and Christian Identity in the Roman World.  
Ignatius of Antioch; Epistle of Barnabas; Didache  
Persecution of Nero: The Cult of the Martyrs  
Christian Mission in a world without a Temple.  

Read:  
Frend. W.H.C.  The Early Church  chpt.3 and 4  
OR  
OR  
Chadwick. Henry.  The Early Church  chpt.1.pp18-31  

Further Reading  
Anchor Biblical Commentary  cf. Sadducees, Pharisees, Herodians, Essenes  

Week 3  READING WEEK  

Week 4  Early Christian Apologists  
Christian Mission in the Greco Roman World.  
Atheism and the Roman Religion  
Justin Martyr and the Philosophical Tradition  
Celsus: Christianity “a new-fangled cult”  
Persecution:Marcus Aurelius: The Cult of the Martyrs
Read:
Frend. W.H.C. *The Early Church* chpt.4 and 6
OR
OR
Chadwick. Henry. *The Early Church* chpt.2 pp.41-53

Further Reading

Week 5  Heresy & Identity: A Heresy called Gnosticism
What is Heresy?
The Origin and Complexity of Gnosticism
Valentinus and Basilisdes
*The Secret Teaching of John*
Marcion
Christian Apologists and Gnosticism
Orthodoxy and Irenaeus

Read:
Frend. W.H.C. *The Early Church* chpt.5 and 6
OR
OR
Chadwick. Henry. *The Early Church* chpt.2 pp. 32-40; chpt.4

Further Reading
*Anchor Biblical Commentary* cf. Gnosticism, Valentinus, Basilisdes, Marcion, Irenaeus

Week 6  East and West 180-250
The Church in Rome and North Africa
The Church in Alexandria: Clement and Origen
The Developing theologies of East and West

Read:
Frend. W.H.C. *The Early Church* chpt.7 and 8
OR
OR
Chadwick. Henry. *The Early Church* chpt.5,6

Further Reading

Week 7  Persecutions in the C3 and C4
Decius’ World: the Imperial Cult
The Decian Persecution-The Cult of the Martyrs
The Role of Cyprian and Novatus
Ensuing Controversies East and West
Valerian and the imperial edicts
The Great Persecution
Diocletain’s Religious Policies
Edicts of 303-Cult of the Martyrs
The Meletian and Arian controversies
Constantine and The Donatist Schism

Read:
Frend. W.H.C. *The Early Church* chpt.9, chpt.11 and 12
OR
OR
Chadwick. Henry. *The Early Church* chpt.7

Further Reading

Week 8  The Arian Controversy
Who is Arius?
The Beginning of the Arian Controversy
Athanasius and the Semi Arians
The role of Constantine
East and West: theology and politics.
The notion of Orthodoxy

Read:
Frend. W.H.C. *The Early Church* chpt.13 and15
OR
OR
Chadwick. Henry. *The Early Church* chpt.8,9

Further Reading
*Anchor Biblical Commentary* cf. Arius and Arianism

Week 9  Emperor Julian
Conversion
Political Career and Ideals
Athanasius and the Council of Alexandria
The West: Politics and Theology
The East: Politics and Theology
The Cappadocians
The Second Ecumenical Council

Read:
Frend. W.H.C. *The Early Church* chpt.14 and 15
OR

Further Reading

Week 10  Marriage of Church and State
Ambrose and Theodosius
Church and Empire
Ambrose the Theologian
Riot in Thessalonika
John Chrysostom and Nestorius
Theodosius and the Council of Ephesus

Read:
Frend. W.H.C. *The Early Church* chpt.16 and 19
OR
OR
Chadwick. Henry. *The Early Church* chpt.11

Further Reading
*Anchor Biblical Commentary* cf. Ambrose, Theodosius, John Chrysostom, Nestorius

Week 11  
Monastic Movement
Antony and Pachomius
The Rule of St Basil
Jerome

Read:
Frend. W.H.C. *The Early Church* chpt.17
OR
Frend. W.H.C. *The Rise of Christianity* cf. index monasticism & asceticism
OR

Further Reading

Week 12  
Christological Disputes of Eastern Christendom
The Tome of Leo

Read:
Frend. W.H.C. *The Early Church* chpt.21 and 22
OR
Frend. W.H.C. *The Rise of Christianity* chpt 21
OR
Chadwick. Henry. *The Early Church* chpt.14

Week 13  
St Augustine of Hippo
The Manichees
Augustine and the Donatist Movement
Pelagius
The City of God

Read:
Frend. W.H.C. *The Early Church* chpt.18
OR
OR
Chadwick. Henry. *The Early Church* chpt.15
(A) Seminar Presentations  5-7 mins

Wk.2
Discuss the emergence of a Christian identity between 50 and 150CE.

Wk. 4
Polycarp, and Ignatius of Antioch are two early Christian martyrs. Graphic descriptions of their deaths tell us about the cult of the martyrs. What is learnt about this cult in their writings?
OR
Discuss the Christology in the writings of two Apostolic Fathers.

Wk.5
‘Articulate Gnosticism was emerging contemporary with the first Christian missions’ Discuss (Frend. W.H.C. *The Early Church* p. 51)
OR
Was Marcion a Gnostic? What evidence supports your argument?
OR
Who was Irenaeus and what was and is the significance of his work?

Wk. 6
Monarchianism was a teaching attempting to safeguard monotheism and the unity of the Godhead. Discuss the objections to this teaching.
OR
Origen’s theology on God, the Trinity and Christology reflects his Platonism. Discuss.

Wk.7
Explore possible reasons for the Decian Persecution.
OR
Explore possible reasons for the Great Persecution.

Wk.8
Who was Arius and what did he teach?
OR
What do you think motivated Constantine’s adoption of the Christian God?

Wk.9
Explain the notion of conversion as it relates to Emperor Julian and explore the political ramifications of Julian’s conversion.
OR
Explain the distinctive contribution of the Cappadocian Father, St Basil The Great, to the Nicene cause.

Wk.10
Discuss the life and work of Ambrose, the Bishop of Milan.
OR
Church-state relationships in the east and west of the empire developed markedly different expressions. Discuss in respect to the life and work of John Chrysostym.

Wk.11
Explore the notion of martyrdom in Athanasius’ *Life of Antony*

Wk 12
The Tome of Leo was given formal authority at the Council of Chalcedon (451) furthered the rift between east and west. Discuss.

Wk 13
Augustine of Hippo attempted to suppress the Donatist Schism. Explain Donatism and the religious and political power exercised by this movement.

OR
Explain the key issues involved in the Pelagian controversy. Evaluate Pelagius’ rejection of transmitted sin.
(B) Written Presentations  3x500 words
Due Date  Two weeks after the class week
Choose 3 from the following:

In Wk 1 we will work on the listed extracts together. The aim of this session is to establish guidelines for your 500 word written presentations on extracts from primary sources.

Week 1  The Birthplace of Christianity
Stoics and Epicureans followed a certain way of life, their belief system would come to influence the shape of Christian ethics and have a profound effect on Christian theology. Critically assess the following primary sources taken from Barrett.C.K. (ed) The New Testament Background: Selected Documents SPCK 1987.  73,76,77,81,85.
  Epictetus, Discourses I, xvi. 1-8, 15-21 and III, xxxii.19-26
  Marcus Aurelius, To Himself ii.1, iii.7, and xii.35

Week 2  The Emergence of Christianity
What do we learn about Judaism from Josephus’ account of the martyrdom of James?
  Josephus, Antiquities of the Jews xx.91 in J. Stevenson A New Eusebius (Rev.) (SPCK, 1987) (NER) 1

OR
What is Tacitus telling us about the political and religious world of the Roman Empire during the time of Nero?
  Tacitus, Annals, xv.44.2-8  (NER)3

Week 4  Early Christian Apologists
Discuss the significance of Justin Martyr’s use of the words ‘atheism’ and ‘evil demons’.
  Justin, Apology , I.5-6 (NER)36

OR
Pliny’s correspondence to Trajan speaks of the traditional religion and the Christians’ presence in Bithynia. Discuss (NER)16

Week 5  A Heresy called Gnosticism
In Irenaeus’ account of ‘The Teaching of Basilides’ he describes the main features of Gnosticism. Discuss
  Irenaeus, 1.19.1-4. (NER)58

OR
Marcion’s theology was heard as heretical. Why?
  (NER)75,77,78

Week 6  Christian East and West 180-250
Explain Origen’s account of the relationship between the Father and the Son. What is the significance of this account theologically and politically?
  Origen, De Principiis, I, Preface 2-8, 10  (NER)175

OR
Discuss Clement of Alexandria’s teaching on custom in  Protrepticus, x.89. (NER) 158 refer also to 155.

Week 7  The C3rd and C4th Persecutions
Cyprian wrote thirteen letters to Rome outlining his policy of dealing with the lapsed. Discuss the political implications of both his authority and his theological stance.
  Cyprian, Ep.XVII.1-3 (NER) 198

OR
Eusebius’ account of the persecution of Licinius (H.E, x.8.10, 14-18) and the ‘Great Achievement of Constantine’ (H.E, x.9.6-9) are expressions of different attitudes towards Christians. Discuss
  (NER) 273 and 274
Week 8  The Arian Controversy

Who is Arius and explain his theological understanding of the relationship between the Father and the Son? What is the significance of his position within his historical context?

‘The Outbreak of the Arian Controversy’, 318
Socrates, HE, 1.5 (NER) 280

AND

‘Arius and his Heresy’, Sozomen, HE, 1.15.1-6 (NER) 281

OR

Explain Constantine’s main concerns in his letter to Alexander and Arius in 324?
(NER) 287

Week 9  Emperor Julian

Why did the teachings of Basil bring agreement between the varying theologies of the time and what is the significance of his philosophical understanding?

Basil, Ep. CCXXXVI in J.Stevenson Creeds, Councils and Controversies (Rev’d)
(SPCK, 1987) 83

AND

extract from ‘Canons of Constantinople’, 91 para.1

OR

Explain Basil’s account of the schism at Antioch in 375.
(CCCR) 80

Week 10  Marriage of Church and State

Explain the political the theological rivalries expressed in the following

(CCCR) 98

OR

Explain Nestorius’ attitudes as described by Socrates. H.E, VII.29
(CCCR) 215

Week 11  Monastic Movement

Discuss Jerome’s attitude towards women and asceticism and his assessment of certain clergy.

Advice to a Virgin  Jerome, Ep XXII.16
(CCCR) 146

OR

What can be learned about the ascetic life as lived by Marcella?

Jerome, Ep. CXXVII.5, 7, 8-10, 12-14.
(CCCR) 157

Week 12  Christological Disputes of Eastern Christendom

Discuss the ecclesiology of Leo,

Ser LXXXII.1-3. (CCCR) 327

Week 13  St Augustine of Hippo

Discuss Pelagianism as understood by Augustine.
(CCCR) 188

OR

Discuss Augustine’s and Pelagius’ conceptions of ‘Freedom’.
(CCCR) 181 and 182


(C) Essay topics and Reading Lists

1. With particular reference to two 2nd century Apologists explain what heresy is and why it is significant for the life and faith of the church.

   Bauer, W. *Orthodoxy and Heresy in Earliest Christianity*. SCM, 1972

2. ‘Thanks to the genius of one born rebel, Tertullian, it was the sectarian charm of Montanism that was to inspire the outlook of the new Latin Church.’ (Frend. W.H.C. 1982.p.71) Inspired by his adherence to Montanism, Tertullian’s teachings helped shape Western theology. Discuss.

   Lietzman, H. *A History of the Early Church*…. (Vol.11, ch 8)

3. Discuss the view that Constantine’s religious policies are expressions of political motivation.


4. Socrates, a lay historian (380-450) wrote of Nicaea, “The situation was exactly like a battle fought by night for both parties seemed to be in the dark about the grounds on which they hurled abuse at each other “ (Ecc.His. I.23) Discuss

   Bindley, T.H. *The Oecumenical Documents of the Faith*. ed. F.W.Green 1950
   Hall, S.G. *Doctrine and Practice in the Early Church*. SPCK. 1991 ch12-16
   Kelly, J.N.D. *Early Church Doctrines* 1978. ch 9 and 10

5. The monastic movement in the fourth century has been described as a martyrdom in intention. Describe and evaluate the development and goals of the monastic movement over the course of the first four hundred years of Christianity.

   Decarreaux, J. *Monks and Civilisation*. 1964
   Hall, S.G. *Doctrine and Practice in the Early Church*. SPCK. 1991 ch17
   Lietzmann, H. *A History of the Early Church*. Vol4

6. The Christians were often accused of being a Jewish heretical sect. How did the Christians of the first two centuries establish an identity within their historical contexts?

   Martyr, Justin. *Dialogue with Trypho*.
   Barnard, L.W. *Justin Martyr, his life and thought*. CUP. 1967
   Frend, W.H.C. *Religion Popular and Unpopular* 1967 Ch1-1V
   Grant, R.M. *Greek Apologists of the Second Century* 1988
7. Assess the role given to women in the first three centuries of the Church’s life and witness.

Heine, S. *Women and Early Christianity: Are the femininst scholars right?* 1987

8. The Christological Controversies from the time of Nicaea until the Tome of Leo is a story of Christianity’s struggle to develop religious uniformity and so to unite an Empire. Discuss.


9. With particular reference to Ambrose examine the “two Swords” theory of the relationship between Church and Emperor.

Greenslade, S.L. *Church and State from Constantine and Theodosius.* 1954 also CCCR
Documents nos 95,97-8,101-2

10. Identify and evaluate the main issues of controversy in the dispute between Augustine and Pelagius.

Bonner, G. *Augustine of Hippo: Life and Controversies.* 1963
Brown, P. *St Augustine:a biography.* 1967.
Referencing Guide

Below is a short guide to the referencing system used by the History Discipline. You can also check the Assignment Cover Sheet for further information. This section is taken from ‘How to Write History Essay’ which will be available through Blackboard.

G. Examples of Footnote and Bibliography Entries

In the following examples, FN indicates the footnote form of a reference and B indicates the same reference as it should appear in your Bibliography. Some points to note:

- Do not use the terms, ibid., op. cit. or any other latinism. Instead, use brief titles for all subsequent references.
- Provide the city (not the suburb or country) of publication.

**Book**


**Journal Article**


**Translated Book**


**Chapter in an edited book**


**Book in a series**


Multivolume work


Magazine or Newspaper Article [Published monthly or daily]

FN 1. Patrick Carey, “Home at Last,” *Irish Daily Independent* (Dublin), 16 June 1904. [If the newspaper is cited only once, there is no need to include it in bibliography. If references are more frequent, the bibliography should list the periodical with the time range consulted for research in the essay.]

B *Irish Daily Independent* (Dublin), 1900-1914.

Thesis or Dissertation


Electronic Sources

To cite sources available via the World Wide Web, give the author’s name (if known), the full title of the work and any reference number, the nature of digital source, the full web address, and the date of your visit (since web sites change rapidly).


Subsequent references

If there are subsequent references to works that have already been cited refer to the work by surname, short title and page number. Do not use *ibid.* or any other Latin abbreviation for immediately following references, just repeat the short title citation:


H. Further Reading

Books
