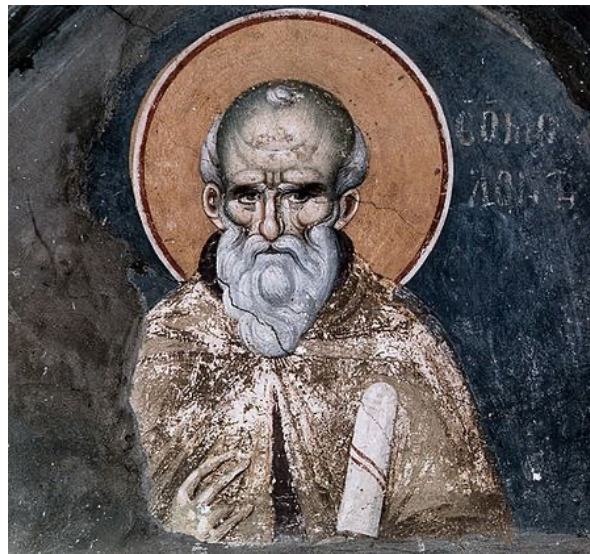


St Andrew's Greek Orthodox Theological College

T9274A Saint Maximus the Confessor



Semester 2, 2022

Academic Staff:

Visiting Lecturers:	Very Rev. Professor John Behr Prof. Paul Blowers A/Prof. Adam Cooper
Coordinator:	Dr Lydia Gore-Jones lgorejones@sagotc.edu.au

T9274A Saint Maximus the Confessor

Semester 2, 2022

Unit Weighting:	9 credit points
Mode of study:	Zoom lectures and on campus intensive seminars
Pre-requisite units:	At least one undergraduate unit in Patristic studies; or T8171 Church Fathers: An Introduction
Co-requisite units:	None

Scheduled times and Venues: Zoom and on campus at St Andrew's Greek Orthodox Theological College

Lectures: see detailed schedule below

Teaching Staff:	Visiting Lecturers:	Very Rev. Professor John Behr Prof. Paul Blowers A/Prof. Adam Cooper
	Coordinator:	Dr Lydia Gore-Jones
	Phone:	0404 224 060
	Email:	lgorejones@sagotc.edu.au
	Consultation times:	By appointment.

Learning Management System: <http://sagotc.moodle.com.au/>

Workload:	Total contact hours:	approx. 36
	Study & assignments per week:	9
	Total Workload/week:	12
	Demand hours:	144

Curriculum Objectives

This graduate course unit advances the study of the patristic phenomenon by focusing on the crucial contributions of St Maximus the Confessor. It enables students to appreciate these contributions within a complex framework, theological, spiritual, literary and historical.

Learning Outcomes

At the end of this course unit, students should be able to:

1) Appraise the historical, ecclesial and cultural contexts of St Maximus the Confessor
2) Reflect critically on the ways in which St Maximus assimilated and transformed the earlier Christian tradition
3) Demonstrate comprehensive understanding of the theological, exegetical and spiritual legacy of St Maximus
4) Analyse the selected writings of St Maximus from the viewpoint of their theological, exegetical and spiritual significance

Learning Activities

Lectures, intensive seminars and symposium participation

Content

- 1) Treading the way between the Greek and Syriac biographies of St Maximus
- 2) The historical, theological and cultural context of St Maximus
- 3) Main contributions to theology, spirituality and exegesis
- 4) The traditional reception of St Maximus and the perennial significance of his contributions
- 5) *Status quaestionis* in contemporary Maximian scholarship

Unit Schedule

Zoom lectures

Week 1

Wed 27 Jul, 10:00am-12:00pm (Australian Eastern Standard Time) [equivalent New York eastern time is Tuesday 26 July 8pm – 10pm]

Lecture 1

Life, Times and Writings of St Maximus the Confessor (Prof. Paul Blowers)

Week 3

Wed 10 Aug, 6:00pm-9:00pm

Lecture 2

Dying Well?: The trials and deaths of Maximus and Pope Martin I. (A/Prof. Adam Cooper)

Non-teaching Week

Wed 24 Aug, 6:00-9:00pm

Lecture 3

Developing Christology: Ambig 5 versus the later Opuscula (A/Prof. Adam Cooper)

On Campus Face to Face Intensive Seminars: Thursday 1 September—Monday 4 September.

Thu 1 Sept, 2:00-5:00pm

Lecture 4

Ad Thal 21 and 22 (Very Rev. Prof. John Behr)

Thu 1 Sept, 6:00pm-8:00pm

Lecture 5

Chapter on Love 1.1-100 (Prof. Paul Blowers)

Symposium Day 1

Afternoon Commencement

Keynote Address: *The Game of God: Our Growth in Christ*

Very Rev. Prof. John Behr

Sat 3 Sept

Symposium Day 2

Keynote Address: *Comparing Maximus the Confessor and Augustine of Hippo on the Mystery of the Love of God* (Prof. Paul Blowers)

Sat 3 Sep, 2:00-5:00pm

Lecture 6

Ad Thal 60 and 61 (Very Rev. Prof. John Behr)

Sun 4 Sep, 2:00-5:00pm

Lecture 7

Ambig 41 (Very Rev. Prof. John Behr)

Mon 5 Sep, 10:00am -1:00 pm

Lecture 8

Mystagogia (Prof. Paul Blowers)

Learning Resources

- Allen, P., Neil, B. (eds). *The Oxford Handbook of Maximus the Confessor*. Oxford University Press, 2015.
- Balthasar, H. U. von. *Cosmic Liturgy: The Universe According to Maximus the Confessor*, trans. B. E. Daley, SJ. San Francisco: Ignatius Press, 2003.
- Bathrellos, D. *The Byzantine Christ: Person, Nature, and Will in the Christology of Saint Maximus the Confessor*. Oxford: Oxford University Press, 2004.
- Blowers, Paul. *Maximus the Confessor: Jesus Christ and the Transfiguration of the World*. Oxford: Oxford University Press, 2016.
- Blowers, P. M. *Exegesis and Spiritual Pedagogy in Maximus the Confessor: An Investigation of the Quaestiones ad Thalassium*. Notre Dame, ID: University of Notre Dame Press, 1991.
- Cooper, A. *The Body in St Maximus the Confessor: Holy Flesh, Wholly Deified*. The Oxford Early Christian Studies. Oxford: Oxford University Press, 2005.
- Heinzer, F., Schönborn, C. (eds). *Maximus Confessor: Actes du Symposium sur Maxime le Confesseur, Fribourg (2–5 septembre 1980)*. Fribourg: Éditions Universitaires, 1982.
- Maximos the Confessor. *On the Difficulties of the Church Fathers: The Ambigua*, Vols 1 and 2. Translated by Nicholas Constas. Washington, DC. Dumbarton Oaks Medieval Library, 2014.
- Nichols, A. *Byzantine Gospel: Maximus the Confessor in Modern Scholarship*. Edinburgh: T & T Clark, 1993.
- Saint Maximus the Confessor. *On the Ecclesiastical Mystagogy*. Translated by Jonathan J. Armstrong. Yonkers, NY: St Vladimir's Seminary Press, 2019.
- Tollefsen, T. T. *The Christocentric Cosmology of St Maximus the Confessor*. Oxford Early Christian Studies. Oxford: Oxford University Press, 2008.
- Törönen, M. *Union and Distinction in the Thought of St Maximus the Confessor*. Oxford Early Christian Studies. Oxford: Oxford University Press, 2007.

Assessment Profile

Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Essay on a representative theological writing of St Maximus	50%	Wed 7 Sept	Outcomes 1, 2, 3 & 4
Essay on one aspect of the theological thinking of St Maximus	50%	Wed 26 Oct	Outcomes 1, 2, 3 & 4

Detailed information on assessment tasks and assessment standards

Assignments should be submitted via Moodle by the end of the prescribed due-date. Submissions should be made with a signed cover sheet attached (found on this Moodle site of this course), to form ONE document.

Assessment task 1:

3,000-word essay, 50% of total grades; due Wed. 7 Sept

Choose one of the major writings of St Maximus and write an analytical essay.

- *What are the historical and/or ecclesial context and major themes of your chosen text?*
- *What are some of the key issues related to the text in contemporary scholarly discussions?*
- *How is the chosen text relevant to contemporary Christian experience?*

Support your assertions with detailed textual analysis.

Assessment task 2:

3,000-word essay, 50% of total grades; due Wed. 26 Oct

In what way(s) did St Maximus assimilate and transform the earlier Christian tradition, and influence Christian theology after him? Focus on ONE specific aspect of the theological thinking of St Maximus across his major writings. Support your argument with textual evidence and through engagement with contemporary scholarship.

Course Unit Revision

This course unit booklet was last revised on June, 2022.

Extension Policy

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted). Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

Example:

Student submits an assignment worth 50 marks 4 days late.

Total mark available=50

Penalty: 4 days late = 5% of 50×4 = 10 mark penalty

The student's original mark is 40.

Final mark =40-10=30

Grounds for Extension

An extension of an assessment task due date may be granted on the following grounds: (a) medical illness (certified by medical certificate); (b) extreme hardship, and/or (c) compassionate grounds.

In such cases (which are generally understood to be beyond the student's control) an extension of up to 28 days may be granted without penalty but only if requested prior to the assessment due date. The student should send a sufficiently worded email or letter with the title "Application for Extension" including supporting documentation to the lecturer for authorising prior to the due date. The student's full contact details must be included. The Registrar must be provided a copy of this correspondence also, either by email CC or copy of the written letter. The student will then be informed of the result of the request by the lecturer.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, and addressed to the Faculty of St Andrew's Greek Orthodox Theological College setting out the extreme circumstances. Faculty, or a Subcommittee of Faculty, will consider such an unusual extension and notify the student of the outcome in writing.

If the unit's assessment includes an examination and an extension is granted then arrangements will be made for an alternative examination to be given to the student within the extension period.

At the end of a semester, no grade other than a 'Fail' will be ascribed by Faculty to any unit where none of the assessment tasks have been completed. If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period.

Plagiarism

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct, please refer to the College's website: <http://www.sagotc.edu.au/policies/academic-misconduct>.

Intellectual Property

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the Sydney College of Divinity. The particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the Member Institution and meets the needs of its stakeholder are the property of the Member Institution.

Library

For any student/researcher, the library is an essential part of study and research. Identifying and locating relevant information is a crucial skill. There is a basic bibliography provided herein and you are expected to go to the library and find and read additional material. Browsing the shelves is strongly recommended, downloading undigested information from the internet only results in plagiarism.

Students from St Andrew's Greek Orthodox Theological College may access the catalogue when visiting the library or online at <http://www.sagotc.edu.au/library>.

Also you may access resources from the libraries of other theological institutions in Sydney and interstate. However, borrowing privileges may vary. Please ask the College Librarian for advice.

Staff and students also have access to:

Online Student Resources

Moodle



St Andrew's Theological College delivers a number of units using the Moodle online learning management system. This secure and integrated platform provides students with access to lecture recordings, essential and recommended readings, forum discussions, and assessment task information.

Log-in credentials are supplied upon the commencement of studies.

Website: www.moodle.sagotc.edu.au

Liberty OPAC Database



Our OPAC database allows students access to the library catalogue here on-site at St Andrew's with the prospect of borrowing via mailing (price of postage must be paid by the student on return). Our OPAC search provides students with an image, short description and availability of each text. Please contact the library as help is readily available. Visit our website for further details on library hours, services, and contact information.

Students also have access to the databases below through the online catalogue's Federated Search module. Log-in credentials and instructions for the catalogue to be provided in due course.

Website: <http://sagotc.softlinkhosting.com.au>

JSTOR



JSTOR is a digital library that provides online books, primary sources and current issues of journals. It provides full-text searches of almost 2,000 journals. It is a part of ITHAKA, a not-for-profit organisation helping the academic community use digital technologies to preserve scholarly records and to enhance research and teaching in sustainable ways.

See the following link for **detailed instructions** on how to search and navigate content on JSTOR: <https://guides.jstor.org/how-to-use-jstor/>

EBSCOhost Research Platform



EBSCOhost is an intuitive online research platform used by thousands of institutions and millions of users worldwide. St Andrew's is currently subscribed to 3 databases through EBSCOhost. These are listed as follows.

ATLA Religion Database

The ATLA (American Theological Library Association) Religion Database features articles and book reviews in the fields of Systematic Theology, Patristic Studies, Biblical Studies, and Church History. It contains more than 1.6 million bibliographic records.

Religion and Philosophy Collection

This collection features more than 300 full-text journals and magazines on various religious and philosophical topics.

eBooks (Religion Collection)

This eBook collection covers a broad range of subjects, including Church History, Theology, Ecclesiology, and Biblical Studies. Titles range from introductory texts for undergraduates to more complex works for advanced scholars.

Detailed video tutorials for navigating and using general content on EBSCO are available here: <https://ebSCO.libguides.com/home>

Detailed video tutorials for navigating, printing, saving and downloading EBSCO eBooks are available via the following link: <https://ebSCO.libguides.com/ebooks/basics>

To **download and annotate** eBooks from EBSCO, you will require an **Adobe ID** and the **Adobe Digital Editions** program. These may be obtained via the following webpages:

<https://helpx.adobe.com/au/manage-account/using/create-update-adobe-id.html>

<https://www.adobe.com/au/solutions/ebook/digital-editions/download.html>

Oxford Reference Online



Oxford Reference Online spans 25 different subject areas, bringing together 2 million digitised entries across Oxford University Press's *Dictionaries*, *Companions*, and *Encyclopedias*.

See the following link for **detailed instructions** on how to search and navigate content on Oxford Reference Online: <https://www.oxfordreference.com/help>

Early Church Texts



The Early Church Texts website gives students access to numerous Greek and Latin primary sources from the first to fifth centuries. The texts have online dictionary links, English translations, a search facility and notes. There are over 2,000 pages of printable material.

See the following **video tutorial** for navigating and using Early Church Texts: <https://www.youtube.com/watch?v=Iec6TJ8ajoQ&feature=youtu.be>

Studiosity

Studiosity is a free, after hours, online learning advice service. It provides advice to students on academic writing, referencing, sentence structure, study skills, exam preparation, online search skills, numeracy, statistics, accounting, and more. There are two types of support available; 1) Writing Feedback: Review of assessment drafts for academic literacy, including structure, spelling, grammar, punctuation and referencing. No review of content, editing or proofreading is available. 2) Connect Live: A real life tutor will be waiting online to help the student. Live tutors are available 3pm – 12am every day.

Website: <https://studiosity.com/connect/users/pin/new>

(Students must create their unique student profile through the given link)

If you have any questions about these databases and their utilisation, please feel free to contact your Lecturer or:

- **Dn Meliton Haridemos** (Librarian) at library@sagotc.edu.au or (02) 9549 3105.

- **Fr Irenaeus Triantis** (IT Registry Officer) at moodle@sagotc.edu.au or 9549 3101.

Demand Hours and Attendance

The student workload is 144 hours per 9 credit point unit, typically comprised of 12 teaching weeks with 3 hours contact per week in class (except for distance education units, and whenever a unit stipulates a residential on-campus class requirement for visiting scholars) and 9 hours per week of private study (including assessment preparation).

As a general suggestion, regular 2-3 hour study periods are better than isolated bursts of 5-6 hours. Students are therefore encouraged to:

- set aside an appropriate number of private study periods in the week of 2-3 hours duration
- select study times when you are not likely to be tired or interrupted
- space your study out over the week
- aim for 8-9 hours of private study per week per unit (if also attending classes) or 10-12 hours of study per week per unit (if studying via distance education)
- plan some rest from study during the mid-semester recess
- maintain church, social, and recreational activities at a reasonable level since you are more likely to study effectively if you maintain other interests and commitments, even if you may have to reduce them.

Some online units may have a compulsory residential component that includes classroom contact. Please consult your Course Unit Booklet handout.

Demand hours for assessment tasks in undergraduate units are notionally allocated on the basis of:

- 12 demand hours per 1000 words

- 6 demand hours per 1 hour examination
- 12 demand hours per 15 mins of oral exam / class presentation

Demand hours in postgraduate units are notionally allocated on the basis of:

- 8 demand hours per 1000 words
- 8 demand hours per 15 mins oral exam / class presentation

All students should allocate sufficient time to visit the College's Library or another library with useful resources. Please contact the College Librarian for assistance with inter-library loans and research needs.

To complete a course unit a student must have been present for at least 80% of all prescribed face-to-face contact hours, field work, residential school programs and other activities. In the case that a student cannot attend a lecture, he or she must inform the lecturer.

Grading System

The grading guidelines are designed to provide students with an understanding of the standards applied when grading assessment tasks. Students should note that the type of assessment will affect the relevance of each 'subsidiary description' as outlined in the *General Criteria for Allocation of Grades* (below). For example, not all units prescribe an assessment task that evaluates oral presentation skills.

The general description of standards may be applied in conjunction with specific marking criteria. The *General Criteria for Allocation of Grades* can be found in the Course Unit Booklet for each unit that you undertake. It is possible that they can be adapted to suit each assessment, but they are usually provided in general terms.

A brief explanation of grades:

PASS (P) 50-64%

Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.

CREDIT (C) 65-74%

Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.

DISTINCTION (D) 75-84%

Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.

HIGH DISTINCTION (H) 85-100%

Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality.

FAIL (N) 0-49%

Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.

EXTENSION (E)

This grade may be given under extenuating circumstances, such as illness, accident, misadventure or any other serious problem which make it impossible for the student to complete assignment(s) by the end of the semester. An overall extension for a unit may be given when the student has completed at least one of the prescribed assessment tasks. The fact that several pieces of written work for different units are due within a short period is not a valid excuse for the granting of an extension. Students are expected to plan their study, employment and extracurricular activities so that they are able to submit work by the due date. Upon completion of the work any grade may be given. The date of completion is determined by the relevant lecturer, and is normally at date prior to the commencement of the following semester.

INCOMPLETE (I)

This grade is used when normally one of the assessment tasks for a unit is incomplete. The student will have previously provided an explanation to the Faculty Board of St Andrew's in writing clearly stating the reasons that extra time is being sought. It will lead to no grade higher than a Pass (P) upon the completion of the work by the student. The date of completion is determined by the relevant lecturer, and is normally at date prior to the commencement of the following semester.

UNAVAILABLE RESULTS (U)

This grade is given where grades are unavailable at the time of monitoring of results through no fault of the student.

WITHDRAWAL (W)

This grade is awarded where the student withdraws from a unit in accordance with the rules governing withdrawal. See <http://www.sagotc.edu.au/policies/withdrawal>.

IN PROGRESS (IP)

This grade is used where a unit of study continues into the following semester. This will automatically flag that no final result is due until the end of the next semester. This grade is also used when a research essay or thesis has been submitted for examination and the final result is still to be resolved.

General Criteria for Allocation of Grades

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions (*Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others*) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
Percentage score	85-100%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Subsidiary Descriptions					
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual knowledge to serve as a basis for further study	Inadequate factual and conceptual knowledge
Articulation of argument	Sustained evidence of imagination,	Evidence of imagination, originality, and	Ability to construct well-reasoned and	Ability to construct sound	Inability to construct

	originality, and independent thought	independent thought	coherent argument based on discriminating use of evidence	argument based on evidence	coherent argument
Analytical and evaluative skills	Evidence of highly developed analytical and evaluative skills	Evidence of well-developed of analytical and evaluative skills	Evidence of developed analytical and evaluative skills	Evidence of analytical and evaluative skills	Insufficient evidence of analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging problems	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills <i>(Continued on next page)</i>
Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids Response to Questions	Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the	Evidence of sound preparation, good skills in actively contributing to discussion and in responding positively to the views of others	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others

	and responding to the contributions of fellow members of the group.	group and in valuing their contributions			
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