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| Course ID: | Course Title: | Winter 2024 |
| CH 611 | Early Christianity | Prerequisite: CH 501 |
| | | Credits: 3 |

| Class Information | | Instructor Information | | Important Dates | |
|----------------------|-------------------------------------|------------------------|--|--|---------------|
| Delivery: | In Class | Instructor: | Dr. Ryan H. Wilkinson, Ph.D. | First Day of Class: | Jan. 8, 2024 |
| Days: | Monday | Email: | Ryan.wilkinson@ambrose.edu | Last Day to Add/Drop: | Jan. 21, 2024 |
| Time: | 1-4:00 | Phone: | -6936 | Last Day to Withdraw: | Mar. 28, 2024 |
| Room: | A1085-1 | Office: | L2055 | Last Day to Apply for Coursework Extension: | Apr. 2, 2024 |
| Lab/Tutorial: | N/A | Office Hours: | Tues. 1-2:00 or by appt. | Last Day of Class: | Apr. 12, 2024 |
| Final Exam: | Mon., Apr. 22, 1-4:00 Rm A1085-1 | | | | |

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

An examination of the major developments in the history of Christianity from its origins to the 7th century AD. Emphasis will be placed on doctrinal and theological developments and the social and political context of the Christian churches.

Expected Learning Outcomes

Students will:

- Become familiar with major developments in the first six centuries of Christian history and with multiple key texts from that period.
- Understand the nature of history, and develop the capacity for historical thinking about causation, complexity, change-over-time, and context in early Christian history.
- Develop the skill of historical research on pre-modern and early Christian topics.
- Develop the skills of responsible academic communication.

- Employ primary source evidence, by interpreting sources relating to the history of early Christianity.
- Evaluate historical interpretations, and assess historiographical and cultural factors that shape various modern views of early Christian history.

Textbooks

John Anthony McGuckin, *The Path of Christianity: The First Thousand Years* (Intervarsity Press: Downers Grove, IL, 2017).

Course Schedule

Jan 8 Course introduction/ 2nd-Temple Judaism

Jan 12 (Friday) Ticket 1 DUE in .doc or .pdf format to Moodle, 5:00 pm

Details: in 1-2 pages, answer the following questions with reference to Middleton’s “Image of God” reading (posted to Moodle):

- 1) In what ways does Middleton suggest/illustrate that Christian doctrines or approaches to Scripture may change over time, across different historical contexts?
- 2) Personal reflection: did anything in this reading surprise you, enlighten you, concern you, or encourage you? Are Middleton’s ideas similar to, or different from, your own understanding of Christian teaching?

Jan 15 Jesus and early Christ-devotion / The early Church and the “Apostolic Fathers”
READ: Didache (see Moodle), McGuckin pp. 966-1000

Jan 22 Early heresies and controversies
READ: McGuckin, pp. 3-111 (just skim pp. 73-89)

Jan 29 Persecution and the Apologists
READ: *Passion of Perpetua* (see Moodle); McGuckin, pp. 117-150, 183-187, 191-193, 195-197, 199-207, 212-261, 271-275

Feb 5 The “Constantinian revolution” / Nicaea and the “Arian” controversy, Part 1
READ: McGuckin, pp. 278-315; start Athanasius, *On the Incarnation*, Chapters 1-5 and 9 (on Moodle)
QUIZ 1 in class (Montanism, Marcionites, Irenaeus of Lyons, Justin Martyr, Logos School)

- Feb 12 Nicaea and the “Arian” controversy, Part 2 / Themes in Patristic theology
READ: McGuckin, pp. 261-271, 315-354, 432-436. Finish Athanasius, *On the Incarnation*, Chapters 1-5 and 9 (on Moodle)
- Feb 19 *No class - break week**
- Feb 26 Asceticism and monasticism / Body and sexuality in late antique Christianity
READ: Excerpt from John Cassian, *Conferences* (on Moodle); McGuckin, pp. 383-422, 869-889, 1090-1119
QUIZ 2 in class (Tertullian, Perpetua, Origen, Diocletian, Arius)
- Mar 4 Augustine and his legacies
READ: McGuckin, pp. 436-459; Villanova lecture on Platonism and Augustine (sections 2 and 3; on Moodle); additional reading TBA.
TICKET 2 DUE (initial term paper idea and further details - see Moodle for instructions)
- Mar 11 Early Christological disputes and Chalcedon / The bishop of Rome’s contested roles
READ: McGuckin pp. 425-432, 459-469, 519-570, 661-681
- Mar 18 Women in the early Church / Ecclesiologies in conflict — bishops, pilgrims, and saints
READ: McGuckin, pp. 891-920
QUIZ 3 in class (Gregory of Nazianzus, Gregory of Nyssa, Ambrose of Milan, Fayyum, John Cassian)
- Mar 25 Formation of the New Testament canon / Early Christianity beyond the Mediterranean world
READ: McGuckin, pp. 479-515
TICKET 3 DUE (Progress report on term paper; see Moodle for details)
- Apr 1 *No class - Easter Monday**
- Apr 3 (Wednesday) TERM PAPER DUE by 9:00 pm to Moodle**
- Apr 8 Later Christological debates / Toward medieval theologies / Course conclusions
 No assigned READING - catch up or prepare for the quiz and exam
QUIZ 4 in class (Donatism, Pelagius, Jerome, Chalcedon, Maximus the Confessor)
- Apr 22 FINAL EXAM: 1:00-4:00 p.m., Rm A1085-1**

Requirements:

Please note: these requirements differ slightly from those on the undergraduate HI 333 syllabus.

- 16% 4 Quizzes, 5% each [Feb 5; Feb 26; Mar 18; Apr 8]**
- 14% 3 tickets to class, 5% each [Jan 12; Mar 4; Mar 25]**
- 15% 3 monthly meetings with 2-page reports [5% each; dates TBD]**
- 25% Term paper [due Apr 3]**
- 20% Final Exam (Apr 22, in person)**
- 10% Participation**

I will provide further details on expectations before each assignment is due. Assignments generally match those for the undergraduate version of the class, with the exception of a longer Term Paper, three additional mini-reports (at monthly meetings for the graduate section), and adjusted percentages overall to account for the different range of assignments. For now, please see this further information about each assignment:

Quizzes: Each of four quizzes will require the student to identify an item: Who or what was it? When and where was it relevant? Why is it significant for early Christian history? Each quiz will address one item chosen from the list of possibilities written on this syllabus.

Tickets to Class: These are short writing assignments, 1-2 pages long, either handwritten or typed. I will provide further guidance for each closer to the due-date, but for now, please note:

- Ticket 1 – a reading-response due January 12th – is a response to the reading assignment for that day.
- Ticket 2 – due Mar 4 – will require students to submit in advance the topic for their term paper along with some additional details on that project.
- Ticket 3 – due Mar 25 – will require students to submit a term paper progress report including a tentative draft thesis statement and other items relevant to their term paper. *If this Ticket is not submitted, the student's term paper shall not receive any higher than a B+ grade.*

Monthly Meeting Reports: Student(s) will meet with the instructor three times over the semester for out-of-class discussions of course content in greater depth. Dates and topics for these meetings will be arranged with the instructor. For each meeting, students should provide a 2-page, typed, double-spaced, cleanly edited mini-paper summarizing and responding to the assigned readings for that meeting (which will usually consist of a few scholarly articles or sources on the meeting's topic).

Term Paper: Each student will write a 17-20-page research paper that contextualizes and analyzes some aspect of early Christian history. I will distribute more specific guidelines once the semester is underway. Note, however, that the course is designed to funnel students toward early progress and time to edit or revise research findings; leaving the paper to the last minute will not work well.

Final Exam: I will distribute further details on the final exam closer to the end of term, but I anticipate a final consisting of short-identification answers and possibly an essay component.

Participation: Students should attend each class, come on time, and be prepared to discuss each day's assigned readings. In class, students should be attentive, engaged, and respectful of each other and of me.

IMPORTANT NOTE ON LATE WORK: Assignments turned in late will automatically incur a full-grade penalty (e.g., "A-" to "B-"). Furthermore, I will only accept late work up to 72 hours following the initial deadline, after which point the assignment will earn an "F." The only exception to this policy will be in cases of medical or family emergency in coordination with the instructor, or for official, pre-arranged accessibility accommodations per Ambrose policies. If you expect to have trouble completing an assignment on time, please contact me as soon as possible to discuss options, and to identify ways I can best help you complete the assignment. **If you have a completed assignment but are having trouble turning it in** (for example: problems uploading to Moodle, flat car-tire or missed bus, etc.) then **send me the assignment as a document (in .doc or .pdf format) via my faculty email address.** An assignment received this way before the deadline will count as an on-time submission.

ATTENDANCE: see above, under "Participation".

Grade Summary:

The available letters for course grades are as follows:

| Grade | Interpretation | Grade Points |
|-------|----------------|-----------------|
| A+ | Excellent | 4.00 |
| A | | 4.00 |
| A- | | 3.70 |
| B+ | Good | 3.30 |
| B | | 3.00 |
| B- | | 2.70 |
| C+ | Satisfactory | 2.30 |
| C | | 2.00 |
| C- | | 1.70 |
| D+ | Poor | 1.30 |
| D | Minimal Pass | 1.0 |
| F | Failure | 0.00 |
| P | Pass | No Grade Points |

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be

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info@ambrose.edu
ambrose.edu

permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University

is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.