

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2022</b>
<b>CH501</b>	<b>Global History of Christianity</b>	<b>Prerequisite: N/A</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	Online (per policy)	<b>Instructor:</b>	Rev. Dr. Lane Scruggs (BRE, MTS, ThD)	<b>First Day of Classes:</b>	January 10, 2022
<b>Days:</b>	Tuesday	<b>Email:</b>	lane@oakpark.ca	<b>Last Day to Add/Drop:</b>	January 23, 2022
<b>Time:</b>	6:45-9:45pm	<b>Phone:</b>	403-828-4888	<b>Last Day to Withdraw:</b>	March 18, 2022
<b>Room:</b>	A2133 (online)	<b>Office:</b>	N/A	<b>Last Day to Apply for Extension:</b>	March 28, 2022
<b>Lab/Tutorial:</b>	N/A	<b>Office Hours:</b>	By Appointment	<b>Last Day of Classes:</b>	April 14, 2022
<b>Final Exam:</b>	Yes (Date TBD)				

### 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

This course is an overview of the history of Christianity from the time of the early Church to the present. Considers the development of Christian ideas and institutions within their corresponding social, cultural and political contexts, meets influential Christians, discovers devotional treasures, and encounters the diverse traditions that have shaped and been shaped by the world around them.

### Expected Learning Outcomes

1. Learn the basic contours of the history of Christianity, including noteworthy people, events, ideas, and institutions.
2. Have a working grasp of the broad strokes of the global framework of Christian history.
3. Appreciate the dynamic nature of Christianity as embodied in the Church—in other words, that the Church’s theology, practices, and institutions are not eternal and unchanging, but deeply intertwined with human cultures and historical development.
4. Identify your personal Christian/church histories within the history of the Church universal and understand the influences that have shaped your own faith tradition(s).

5. Grow in your ability to charitably and critically read your cultural environment, to understand the forces that influence your church, and to draw on your understanding of Christian history in order to formulate effective strategies for thriving both as a Christian and as a church leader.
6. Grow in your personal appreciation of and ability to draw from the spiritual testimony and theological legacy of Christians from the past.

**Required and Recommended Textbooks and Readings**

- Hart, David Bentley. *The Story of Christianity: A History of 2,000 Years of the Christian Faith*. Quercus Publishing, 2015. (Paperback)
- Or**
- Hart, David Bentley. *The Story of Christianity: An Illustrated History of 2,000 Year of the Christian Faith*. Quercus Publishing, 2012. (Hardcover)
- Heath, Gordon L. *Doing Church History*. Clements Publishing, 2008.
- Weaver, C. Douglas and Rady Roldán-Figueroa. *Exploring Christian Heritage: A Reader in History and Theology*. Baylor University Press, 2017. Second Edition.

**Recommended**

- St. Athanasius. *On the Incarnation: with an introduction by C.S. Lewis*. SVS Press.

**Course Schedule**

(Hart page numbers are from paperback)

Topic	Required Reading (done prior to class)	Assignment(s) Due
<b>Week 1</b> January 11		• Quiz 1
<b>Week 2</b> January 18	<ul style="list-style-type: none"> <li>▪ Hart Intro - Ch. 6 “The Growth of the Early Church”</li> <li>▪ Heath Ch. 1</li> <li>▪ § 1 Ignatius</li> <li>▪ § 2 Didache</li> <li>▪ § 3 Justin Martyr: <i>Logos/Reason</i></li> </ul>	• Quiz 2
<b>Week 3</b> January 25	<ul style="list-style-type: none"> <li>▪ Hart Ch. 7 “The Age of the Martyrs” - 14 “Ancient Splendour”</li> <li>▪ Heath Ch. 2</li> <li>▪ § 5 Perpetua</li> <li>▪ § 6 Irenaeus</li> <li>▪ § 7 Tertullian: <i>Rule of Faith</i></li> <li>▪ § 9 Origen: <i>Scripture</i></li> </ul>	• Quiz 3

<b>Week 4</b> February 1	<ul style="list-style-type: none"> <li>▪ <b>Hart Ch. 15 “One God in Three Persons” - 18 “Western Monasticism”</b></li> <li>▪ <b>Heath Ch. 3</b></li> <li>▪ <u>§ 12 Arius</u></li> <li>▪ <u>§ 13 Anthony</u></li> <li>▪ <u>§ 14 Athanasius, “On the Incarnation”</u></li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 4</li> </ul>
<b>Week 5</b> February 8	<ul style="list-style-type: none"> <li>▪ <b>Hart Ch. 19 “Christendom” - 22 “The Church of the East”</b></li> <li>▪ <b>Heath Ch. 4</b></li> <li>▪ <u>§ 15 Gregory of Nyssa: <i>Trinity</i></u></li> <li>▪ <u>§ 16 Early Christian Creeds</u></li> <li>▪ <u>§ 17 Augustine: <i>Conversion &amp; Trinity</i></u></li> <li>▪ <u>§ 18 Pelagius</u></li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 5</li> <li>• Short Paper #1 “God as a Cause”</li> </ul>
<b>Week 6</b> February 15	<ul style="list-style-type: none"> <li>▪ <b>Hart Ch. 23 “A New Power in the World” - 26 “Franks and Byzantines”</b></li> <li>▪ <u>§ 19 Maximus the Confessor</u></li> <li>▪ <u>§ 20 Benedict</u></li> <li>▪ <u>§ 21 John of Damascus</u></li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 6</li> </ul>
<b>Reading Week – No Class February 22<sup>nd</sup></b>		
<b>Week 7</b> March 1	<ul style="list-style-type: none"> <li>▪ <b>Hart Ch. 27 “The Conversion of the Slavs” - 30 “Byzantine Zenith and Nadir”</b></li> <li>▪ <b>Heath Ch. 5</b></li> <li>▪ <u>§ 22 Xi-an Monument</u></li> <li>▪ <u>§ 23 Pope Urban II</u></li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 7</li> <li>• Short Paper #2 “Unstated Bias”</li> </ul>
<b>Week 8</b> March 8	<ul style="list-style-type: none"> <li>▪ <b>Hart Ch. 31 “The HRE in the Middle Ages” - 36 “The Last Caesar”</b></li> <li>▪ <b>Heath Ch. 6</b></li> <li>▪ <u>§ 24 Anselm: <i>Ontological Argument</i></u></li> <li>▪ <u>§ 27 St. Francis</u></li> <li>▪ <u>§ 28 Clare of Assisi</u></li> <li>▪ <u>§ 31 Aquinas: <i>Proofs</i></u></li> <li>▪ <u>§ 32 Boniface</u></li> <li>▪ <u>§ 34 Council of Constance</u></li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 8</li> </ul>
<b>Week 9</b> March 15	<ul style="list-style-type: none"> <li>▪ <b>Hart Ch. 37 “Renaissance Christian Thought” - 41 “The Anabaptists and the Catholic Reformation”</b></li> <li>▪ <u>§ 35 Erasmus</u></li> <li>▪ <u>§ 36 Luther</u></li> <li>▪ <u>§ 37 Anne Askew</u></li> <li>▪ <u>§ 39 Calvin: <i>Eucharist</i></u></li> <li>▪ <u>§ 40 Westminster Confession</u></li> <li>▪ <u>§ 41 Menno Simons: <i>Lord’s Supper</i></u></li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 9</li> </ul>

	<ul style="list-style-type: none"> <li>▪ <u>§ 43 Ignatius of Loyola</u></li> <li>▪ <u>§ 44 Teresa of Avila</u></li> </ul>	
<b>Week 10</b> March 22	<ul style="list-style-type: none"> <li>▪ <b>Hart Ch. 42 “Schism and War” - 46 “EO in the Early Modern Period”</b></li> <li>▪ <b>Heath Ch. 7</b></li> <li>▪ <u>§ 48 Roger Williams</u></li> <li>▪ <u>§ 50 John Wesley</u></li> <li>▪ <u>§ 52 Jonathan Edwards</u></li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 10</li> <li>• Short Paper #3 “Lumper or Splitter”</li> </ul>
<b>Week 11</b> March 29	<ul style="list-style-type: none"> <li>▪ <b>Hart 47 “The 19<sup>th</sup>c.” - 50 “The Most Violent Century in History”</b></li> <li>▪ <b>Heath Ch. 8</b></li> <li>▪ <u>§ 54 Schleiermacher</u></li> <li>▪ <u>§ 55 Kierkegaard</u></li> <li>▪ <u>§ 58 Finney</u></li> <li>▪ <u>§ 63 Vatican I</u></li> <li>▪ <u>§ 64 Charles Hodge</u></li> <li>▪ <u>§ 68 Walter Rauschenbusch</u></li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 11</li> </ul>
<b>Week 12</b> April 5	<ul style="list-style-type: none"> <li>▪ <b>Hart 51 “The 20<sup>th</sup> to the 21<sup>st</sup> century”</b></li> <li>▪ <u>§ 71 Aimee Semple McPherson</u></li> <li>▪ <u>§ 78 Karl Barth</u></li> <li>▪ <u>§ 79 Niebuhr</u></li> <li>▪ <u>§ 83 Lossky</u></li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 12</li> <li>• Presentations</li> </ul>
<b>Week 13</b> April 12	<ul style="list-style-type: none"> <li>▪ <u>§ 85 Gutiérrez</u></li> <li>▪ <u>§ 86 Romero</u></li> <li>▪ <u>§ 87 Cone</u></li> <li>▪ <u>§ 88 Ruether</u></li> <li>▪ <u>§ 89 Isasi-Diaz</u></li> <li>▪ <u>§ 90 Graham</u></li> <li>▪ <u>§ 91 Yoder</u></li> </ul>	<ul style="list-style-type: none"> <li>• No Quiz</li> <li>• Presentations</li> </ul>
<b>Final Exam or Research Paper – April 23<sup>rd</sup> (To be confirmed)</b>		

**Requirements:**

1.	3 Short Papers (10% each)	30%
2.	Weekly Quiz	20%
3.	Class Presentation	20%
4.	Final Assignment or Final Exam	25%
5.	Class Participation	5%

1. The class will be assigned three (3) short papers throughout the term focused on history resources. One paper will focus on a topical historiographical issue, one on the secondary text in use (Hart), and a third be open to everything within the course. Each paper will be worth 10% of the final grade. The papers are 3 pages (~750 words) in length (double-spaced) and will be based on thoughtful consideration of the material but are not intended to be “research papers.”

**a. Paper 1: God as a Cause (10%)**

A fundamental distinction can be made between orthodox Christian faith and various forms of deism. The former upholds the simultaneity of God’s transcendence and immanence, insisting that the triune God is actively at work in “summing up all things in Christ.” The latter, on the other hand, believes in a Creator God who has withdrawn and left the world to its own devices so to speak. Holding to orthodox Christian teaching is one thing, but how to describe, record, and decipher God’s activity in our world is quite another. What do you think about naming God as an historical cause? See **Heath Chapter 4** for a helpful discussion.

- Some things to consider: Is it different pastorally than in the historical guild? Should it be different? Are there appropriate and inappropriate ways to name God as a cause? Are there any rules or guidelines on how to (or not to) do this well? What about Scripture – is it different or a model to follow? Are there qualifiers that help?
  - o State the problem to be discussed
  - o Put forth a thesis statement of your own (or borrowed)
  - o Make the argument for your position giving good and bad examples to prove your point
  - o Engage at least one other position and explain why it’s insufficient or lacking or wrong

**b. Paper 2: Unstated Bias (10%)**

Is it possible to write an entirely neutral account of historical events? Or as the postmodern deconstructivists would tell us, “it’s interpretation all the way down.” In other words, is every piece of writing you read layered with the (usually) unstated bias or prejudice of the author – whether they know it or want it to admit it or not?

- This paper should be split close to in-half between the general topic and our specific secondary text
  - o State the problem to be discussed
  - o Put forth a thesis statement of your own
  - o Make an argument for your position, with appropriate examples or evidence
  - o Identify one area of Hart’s book that you feel is insufficient because of unstated bias

**c. Paper 3: Lumper or Splitter (10%)**

As funny as it sounds, the categories of “Lumper” and “Splitter” are well-used in the social sciences and some areas of liberal arts/humanities. Granted, those who regularly use the categories have been accused of being a “Lumper” because they’ve tried to place researchers, writers, and scientists in only one of two broad buckets. Still the idea of thinking historically as either a “Lumper” or a “Splitter” has a long history. Mark Noll, for instance, has identified his fundamental disagreement with David Bebbington over the idea of “evangelicalism” as a difference between a Lumper (Bebbington) and a Splitter (Noll).

- Is one approach better than another? Can you do both? What benefits and drawbacks exist with both approaches? What are these categories and are they even helpful?
  - o State the basic understanding of the two categories
  - o Put forth your thesis statement
  - o Make an argument for your position, giving examples

- Use anything from within our course material (lectures, primary or secondary sources, etc.) or beyond our course material to support your claim
2. Each class will begin with a quiz based on the weeks reading. The top 10 quizzes will be averaged for the grade. An option of a one-page precis will be given to those with quiz-anxiety. (20%)
  3. Students have an opportunity to present on their own tradition. Since there will undoubtedly be some overlap, the students and instructor will determine together what specific aspect of the tradition each student is to present on. There is a possibility of partner or group presentations. These presentations are 10 minutes in length with time for questions. The final two class times are reserved for the presentations. (15%)
  4. An in-class Final Exam will be scheduled by the registrar. The exam will be a 3hr sit-down exam (closed book) with a mix of multiple choice, matching, fill-in-the-blank, short answer, and long answer. However, if students would prefer, they can choose to produce a 12-15pg research paper on a topic agreed upon with the instructor. Papers will be due the date of exam at midnight. Both options are weighted equally. (25%)
  5. Actively engaging in class is crucial to the success of a class of this nature. The more you put into this class, the more you will get out. Longer evening classes can be challenging for students and instructors, the more we dialogue about the material, the less lecturing is required. These are not “gimme” marks and expectations of participation are high.

CH 501 Class Presentation Evaluation		
Name:	Topic:	
Category	Assessment	Comments
<b>Process:</b> Has the student consulted with the professor concerning the tradition to be presented? Does the student have a clear grasp of their job in the presentation? <b>10</b>	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
<b>Interpretation:</b> Does the presentation explain the history and background of the tradition? <b>20</b>	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
<b>Sources:</b> Does the presentation explain the sources (secondary and primary) used by the presenter as evidence for his or her interpretation? <b>10</b>	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
<b>Main Sections:</b> Does the presentation explain the main historical (geographical, denominational, sociological, chronological) connections, and thereby capture the “story” of the tradition? <b>40</b>	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
<b>Presentation:</b> Does the student speak clearly, smoothly, and positively? Are they too	Excellent	
	Good	

dependent on their notes? Do they make eye contact with and engage the audience? Is their posture, dress, and demeanor appropriate? Do they explain any context, terminology, or other information necessary for the audience to understand their topic? Do they stay within their allotted time? <b>20</b>	Acceptable	
	Weak	
	Deficient	
<b>Grade:</b>	<b>Comments:</b>	

CH 501 Short Historical Paper Rubric		
<b>Name:</b>		
Category	Assessment	
<b>Reflection/Thoughtfulness:</b> Has the student taken the time to really wrestle with the depth and breadth of the question? Do they show they understand the issue? <b>20</b>	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
<b>Style:</b> Is the length sufficient, are there grammatical errors, has it been edited before submission, is it clearly laid out and easy to read? <b>20</b>	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
<b>Content:</b> Is the content succinct and addressing the meat of the issue? Does the student support their position with coherent and engaging reasoning? Do they display an attempt to “think historically”? <b>40</b>	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
<b>Creativity:</b> Does the student display an ability to think outside the box both critically and constructively? <b>20</b>	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
<b>Grade:</b>	<b>Comments:</b>	In Text

All assignments, unless otherwise noted, are to be submitted through Moodle. Extensions must be requested and agreed upon with the instructor prior to the due date of the assignment. Extensions are granted at the discretion of the instructor.

#### Attendance:

Unless otherwise agreed upon, all students are required to attend 80% of classes. This means a student is allowed two (2) class absences throughout the semester. The student is solely responsible to follow-up with missed material and

assignments from classes not attended. Any incomplete assignments due to absence will be considered a 0% unless arrangements are made with the instructor for an alternative.

**Grade Summary:**

Grade	Interpretation	Grade Points	% Equivalent
A+	Mastery: Complete Understanding of Subject Matter	4.00	100
A		4.00	95-99
A-		3.70	90-94
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30	85-89
B		3.00	80-84
B-		2.70	75-79
C+	Basic: Developing Understanding of Subject Matter	2.30	70-74
C		2.00	65-69
C-		1.70	60-64
D+	Minimal Pass: Limited Understanding of Subject	1.30	55-59
D		1.0	50-54
F	Failure: Failure to Meet Course Requirements	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:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form 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; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### 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. Please refer to your professor regarding their electronic etiquette expectations.

### 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/content/academic-calendar-2>.

### 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](mailto:privacy@ambrose.edu).

### 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 are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## 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.

### **Ambrose Writing Services**

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

### **Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **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](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](https://ambrose.edu/crisissupport) for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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