



Course ID:	Course Title:	Winter 2022
CH 611	Early Christianity	Prerequisite: CH 501
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class (with Online January)	Instructor:	Dr. Ryan Wilkinson, Ph.D.	First Day of Classes:	January 10, 2022
Days:	Mondays	Email:	Ryan.wilkinson@ambrose.edu	Last Day to Add/Drop:	January 23, 2022
Time:	1:00-4:00	Phone:	-6936	Last Day to Withdraw:	March 18, 2022
Room:	A1085-1	Office:	L2074	Last Day to Apply for Extension:	March 28, 2022
Lab/Tutorial:	N/A	Office Hours:	Fri, 10:30-11:30, or by appt.	Last Day of Classes:	April 14, 2022
Final Exam:	Yes; Office of the Registrar will publish final exam schedule				

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.

Textbook (required)

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

Course Schedule

Mon, Jan 10 Course Intro / Some background from 2nd Temple Judaism
READ (this week): Middleton, "Image of God" (see Moodle)

Fri, Jan 14 **TICKET 1 DUE in .doc format to Moodle by 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?

Mon, Jan 17 Jesus and early Christ-devotion / The early Church and the 'Apostolic Fathers'
READ: *Didache* (see Moodle)
READ: McGuckin (hereafter, 'McG') pp. 965-1000

Mon, Jan 24 Early heresies and controversies
READ: McG, pp. 3-111 (just skim pp. 73-89)
READ: Excerpt from Irenaeus of Lyons (see Moodle)

Mon, Jan 31 Persecution and the Apologists
READ: Excerpt from *Passion of Perpetua* (see Moodle)
READ: McG, pp. 117-150, 183-187, 191-193, 195-197, 199-207, 212-261, 271-275

Wed, Feb 2 **QUIZ 1 (Online response, due to Moodle by 5:00 pm)** **(Montanism, Marcionites, Irenaeus of Lyons, Justin Martyr, Logos School)**

Mon, Feb 7 The Constantinian Revolution / Nicaea and the 'Arian' controversy, Part 1
READ: McG, pp. 278-315
READ: start Athanasius, *On the Incarnation of the Word of God*, Chs. 1-5 and Ch. 9 (see Moodle)

Mon, Feb 14 Nicaea and the 'Arian' controversy, Part 2 / Overview of themes in patristic thought
QUIZ 2 (Tertullian, Perpetua, Origen, Diocletian, Arius)
READ: McG, pp. 261-271, 315-354, 432-436.
READ: Athanasius, *On the Incarnation of the Word of God*, Chs. 1-5 and Ch. 9 (see Moodle)

Feb 21 - NO CLASS - Family Day/Reading Week

- Mon, Feb 28 Asceticism and monasticism / The body and sexuality in late antique Christianity
 READ: McG, pp. 383-422, 869-889, 1090-1119
 READ: Excerpt from John Cassian, *Conferences* (see Moodle)
- Mon, Mar 7 Augustine and his legacy
TICKET 2 DUE in class (Term Paper topic and initial details – see Moodle for details)
 READ: McG, pp. 436-459
 READ: Villanova lecture on Platonism and Augustine, sections 2 and 3 (see Moodle)
 READ: Excerpt, TBA (see Moodle)
- Mon, Mar 14 Chalcedon and Christological disputes, part 1 / The Bishop of Rome and his contested roles
QUIZ 3 (Gregory of Nazianzus, Gregory of Nyssa, Ambrose of Milan, Fayyum, John Cassian)
 READ: McG, pp. 425-432, 459-469, 519-570, 661-681
- Mon, Mar 21 Women in the early Church / Ecclesiologies in conflict - bishops, pilgrims, and saints
 READ: McG, pp. 891-920
- Mon, Mar 28 Formation of NT canon / further afield: the early Church outside the Mediterranean world
TICKET 3 Due in Class (Term paper progress report; see Moodle for details)
 READ: McG, pp 479-515
- Mon, Apr 4 Reading texts in context: primary source excerpt discussions
 READ: No assigned reading! Work on your paper
TERM PAPER DUE in class
- Mon, Apr 11 Later Christological debates / toward medieval theologies / course conclusions
QUIZ 4 (Donatism, Pelagius, Jerome, Chalcedon, Maximus the Confessor)
 READ: No assigned reading – catch up or prep for the final exam
- TBD FINAL EXAM (In Person)**

REQUIREMENTS:

- 16% 4 quizzes, 4% each [Feb 2, Feb 14, Mar 14, Apr 11]
 14% 3 tickets to class [Jan 14: 5%, Mar 7: 5%, Mar 28: 4%]
 15% 3 monthly meetings with 2-page reports [5% each; dates TBD]
 25% Term paper [Apr 4]
 20% Final exam [TBA]
 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, 3 additional mini-reports (at monthly meetings), and adjusted percentages overall to account for the different range of assignments. For now, please see this further information about each assignment:

Quizzes: I will distribute separate guidelines for any quizzes due while instruction occurs online. Otherwise, our 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? Topics for quizzes will come from the list of names/terms written with each quiz on this syllabus.

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

- **Ticket 1** – a reading-response due online on Friday, January 14th – is a response to a reading assignment for that week.
- **Ticket 2** – due Mar 7 – 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 28 – 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 minipaper summarizing and responding to the assigned readings for that meeting (which will usually consist of 2-3 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 must 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. To promote engagement during any online course meetings, I expect each student to remain present and to keep their camera-view on regularly (very short moments away from the camera are acceptable, just as a quick washroom break is acceptable during in-class lectures).

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. 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:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
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.

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
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at 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 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.

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.