Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.
For more information about the purpose of territorial acknowledgements, please see the CAUT Guide to Acknowledging Traditional Territory (PDF).

Conrad Grebel University College
University of Waterloo

TS 690-02: The Early Church
FALL 2018

Door Panel, Santa Sabina, Rome, 5th century

Class Time: Wednesdays 9-11:50 am
Location: CGR 2201
Instructor: Dr. Alicia Batten
Office Hours: Wednesdays, 1-3 pm
Office Location: Room 2116
Phone: 519-885-0220 x24246
Email: abatten@uwaterloo.ca

Course Description: This course centres on developments in the Christian tradition from 100 to 400 CE. In particular, it examines the diversity of ways of being “Christian” during this period with attention to topics such as ritual, canon, ecclesiology, soteriology, and a range of ethical issues. Primary texts are at the forefront of the course.
The course is a seminar. However, I will provide lectures (in Socratic style) throughout the semester in addition to breaking the class into small discussion groups from time to time.
Students are expected to attend class having completed the reading, prepared notes, and ready to present their questions and comments.

Course Objectives:
1) To explore several questions regarding the development of the early church. The questions include: a) Who was Jesus in the early church - human/god, human follower of god, god appearing as human? b) In what ways was the early church diverse? c) How did ancient Christians live their faith; what were the rituals and disciplines that formed and identified Christians? d) What was the process of transformation for a believer? How much and to what degree was a believer expected to model her or his life after Jesus' and was it to include even death? e) What church structures emerged over time?
2) As with any academic course, this class aims to develop students’ reading, writing, and research skills.
3) The focus of the course is historical, but throughout the semester we will talk about how studying these materials is useful and relevant for understanding questions and issues in the contemporary context.

Requirements
1. Regular attendance and participation are expected. Illness and family emergencies are legitimate excuses for missing class but please let the instructor know ahead of time if possible.
2. Reading reports – 5 % each x 8 = 40% - see separate page for instructions
3. Class presentation on an early Christian – 15% - see separate page for instructions
4. Annotated Bibliography for Research Paper – 15% - due October 24th - see separate page for instructions
5. Final Research Paper – 30% - due December 12th, by 4 pm - see separate page for instructions

Required Reading Materials – (in bookstore and on reserve at Grebel)


Recommended
Lössl, Josef. The Early Church. History and Memory. London: T & T Clark, 2010. (One copy on reserve in the Grebel library and copies available for purchase in the bookstore). You are not required to read this book but I will use it as a basis for some of the lectures.

Turabian, Kate L. A Manual for Writers of Research Papers, Theses, and Dissertations. Chicago
Optional
There are a couple of optional readings listed in the class schedule. These books/articles are either on the LEARN page or on reserve in the Grebel Milton library.

Bibliography
The two readers each contain excellent bibliography in each section. Please consult these bibliographies as you look for sources for your research papers. I also strongly recommend the Oxford Bibliographies Online: Classics on “Christianity, Early,” which is an annotated bibliography prepared by Eric Rebillard. It is accessible through the UWaterloo library.

The following online resource of primary documents is also useful: Early Christian Writings
This website contains fuller texts of some of the readings in the course readers, as well as some bibliography.

There are also searchable databases of early Christian writers in Latin and Greek, the Patrologia Graeca and the Patrologia Latina. The latter is available online through the UWaterloo library. The Patrologia Graeca volumes (161 volumes) are at the Dana Porter library.

The North American Patristics Society (NAPS) also has a good web page of resources. If you look at their “Resources” section, you will see pages dedicated to ancient Christian authors and texts.

LEARN Page
This course will make use of a WATERLOO LEARN website. This site will provide general information for the course and grades. Important announcements such as the cancellation of class due to illness will also be posted there, so please try to check the site before each class, just in case.

Schedule (tentative)
September 12
Introduction to the course. Why study the early church? Approaches to studying the early church. Some historical background to the beginnings of the church.

September 19 – Reading Report Due
**Reading**: ANT, pages 1-10; Justin’s Dialogue with Trypho (#3); ANT, pages 26-28; Pliny’s Letter to Trajan (#4); Letter of Ignatius to the Romans (#5); Martyrdom of Polycarp (#6); Martyrdom of Perpetua and Felicitas (#9); ANT, pages 56-58; Celsus (#11); Justin’s First Apology (#13); Origen: Against Celsus (#17); ANT, pages 111-113; Epistle of Barnabas (#18); Justin: Dialogue with Trypho (#19)

**September 26 – Reading Report Due**
Christian Diversity; Heresiology; Emergence of Proto-Orthodox Christians
**Reading**: ANT, pages 148-51; Gospel of the Ebionites (#22); Homilies of Clement (#24); ANT, pages 162-65; The Secret Book of John (#25); ANT, pages 188-89; Gospel of Philip (#30); ANT, pages 202-03; Hymn of the Pearl (#31); ANT, page 211; The Wisdom of Jesus Christ (#34); ANT, pages 224-27; Irenaeus: Against the Heresies (#35); Tertullian: On the Flesh of Christ (#37); ANT, page 37; The Coptic Apocalypse of Peter (#39); ANT, page 529-31; Origen: On First Principles (#94); Dionysius of Rome: Letter to Dionysius of Alexandria (#96)

**October 3 – Reading Report Due**
Christian Apocrypha and Canonization – **Guest Lecture by Dr. Tony Burke, York University**
**Reading**: ANT, pages 267-69; choose two of the following gospels from ANT (but read them all if you have time): Proto-Gospel of James (#41); The Infancy Gospel of Thomas (#42); The Gospel of Thomas (#43); The Gospel of Judas (#44); The Gospel of Peter (#45); The Gospel of Mary (#46); ANT 309; choose one of the following apocryphal acts from ANT (but read them all if you have time): The Acts of Thomas (#48); The Acts of Peter (#49); The Acts of Paul (#50); The Acts of John (#51); ANT, page 336; The Correspondence Between Paul and Seneca (#55); ANT, page 344; The Apocalypse of Peter (#56); ANT, pages 365-66; The Muratorian Canon (#59); Irenaeus: Against the Heresies (#60); Origen of Alexandria (#61); Eusebius: Ecclesiastical History (#62)

Optional Reading: Tony Burke, Secret Scriptures Revealed: A New Introduction to the Christian Apocrypha. Grand Rapids: Eerdmans, 2013 (on 1-day reserve in the library)

**October 12 – Reading Report Due** - NOTE THAT THIS IS A FRIDAY TO MAKE UP FOR THE STUDY DAY ON OCTOBER 10
Early Church Practices: Scriptural Interpretation, Ritual, Ethics, Gender
**Reading**: ANT, pages 373-375; Ptolemy’s Letter to Flora (#63); Origen: Commentary on John (#66); ANT, pages 457-59; The Didache (#77); Justin: First Apology (#78); Tertullian: On the Crown (#80); The Didascalia (#82); ANT, 505-06; The Didache (#90); Clement of Alexandria: “The Educator” (#91); Tertullian: To His Wife (#92); CLA, pages 475-77, Acts of Thecla (#83); Women Montanist Prophets (#89)

**October 17 – Reading Report Due**
Ways of Life: Becoming a Christian, Asceticism, and Monasticism
Reading: CLA, “General Introduction,” pages 1-7; CLA, pages 78-79; Augustine: Confessions (#11); CLA, page 107; John Chrysostom: Second Baptismal Instruction (#15); CLA, pages 268-69; Pachomian Rules (#38); Sayings of the Desert Fathers (#39); Antony: Letters (#40); CLA, pages 366-67; choose one of the following “lives:” Athanasius: Life of Antony (#46) OR Life of Pelagia (#49); History of the Monks of Egypt (#48)

October 24 – Annotated Bibliography Due – Students will share briefly (10 minutes each) what they have chosen to work on for their research papers, including a possible thesis or line of argument, and a few examples of bibliographic resources.

Heresy and Orthodoxy
Reading: CLA, 155-56; The Trinity, CLA, 157-58; Arian: Thalia (#20); Alexander of Alexandria: Letter to Alexander of Constantinople (#21); Arian: Letter to Alexander of Alexandria (#22); Christology, CLA, 178-79; Nestorius: Letter to Cyril of Alexandria (#24); Cyril of Alexandria: Third Letter to Nestorius (#25); CLA, 242-43; Creed and Council of Nicaea (#33); Creed and Council of Constantinople (#34); Definition and Canons of Chalcedon (#36)

October 31 – Reading Report Due
Heresy and Orthodoxy continued
Reading: The Nature of Humanity, 189; Athanasius: On the Incarnation of the Word (#26); Jerome: Letter to Ctesiphon (Against Pelagius) (#27); The Nature of the Church, 211; Augustine: Sermon on the Dispute with the Donatists (#29); Judaizing Heresies, page 226; choose either John Chrysostom: First Speech Against the Judaizers (#30) OR Epiphanius: Medicine Chest Against Heresies: The Nazoreans (#31)

November 7 – Reading Report Due
Leadership in the Early Church; Canon and Biblical Interpretation
Reading: CLA, 129-30; Canons of Hippolytus (#16); Gregory of Nazianzus: On Himself and the Bishops (#18); CLA, page, 419; Eusebius: Church History (#50); Priscillian: On Faith and Apocrypha (#52); Gregory of Nyssa: Homily on the Song of Songs (#56)

November 14 – Student presentations of research

November 21 – Student presentations of research

November 28 – Final Class
Pilgrims, Relics, Holy Places, and Early Christian Art
Reading: CLA, pages 331-32; Egeria: Travel Journal (#42); Victorinus of Rouen: In Praise of the Saints (#44); CLA, pages 466-67; Paulinus of Nola: Song on Felix’s Church (#57); CLA, pages 474-480.
Final research paper due on December 12th by 4 pm. You may submit it via the Learn Dropbox or as a hard copy to the Grebel Reception desk.

Cross-listed course
Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity and Discipline

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check the [Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievances and Appeals

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Accommodation for Students with Disabilities

**Note for students with disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.
Mental Health Support
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7
- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information

Academic freedom at the University of Waterloo
Policy 33, Ethical Behaviour states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

Writing and Communication Centre
The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours,
visit uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.