

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	IMITATING CHRIST: SUFFERING AND DEATH IN CHRISTIANITY HIST 0603 1S
Date, Time, and Delivery Format	SEPTEMBER 15 – DECEMBER 8, 2022 THURSDAYS, 6:45 – 9:35 PM SYNCHRONOUS ONLINE
Instructor	DR. ASHOOR YOUSIF, PhD Telephone/voice mail: (416) 226-6620 Ext. 2228 Email: ayousif@tyndale.ca
Class Information	The classes will be delivered LIVESTREAM ONLINE. Office Hours will be held virtually on Thursdays (5:30 – 6:30 PM) or at a separate time by appointment. <u>NOTE: Course schedule and syllabus subject to change. Please contact Dr. Yousif for further inquiries.</u>
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Explores the diverse ways Christians have responded throughout history to Christ’s call to take up their cross and follow him, focusing on those who have suffered and died for their Lord, literally or figuratively. Students will examine the history of Christian persecutions, martyrdoms, asceticism, monasticism, missions, pilgrimage, and wars as models of imitating Christ’s sacrificial act. Examples from diverse historical contexts and ecclesiastical traditions will be considered.

Prerequisite: HIST 0561

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Acquire comprehensive knowledge of the global history of different models and examples of imitating Christ's suffering and death.
2. Evaluate critically and reflectively the events, people, themes, and issues encountered in the course.
3. Synthesize and relate the historical insights with contemporary realities.
4. Analyze critically and comparatively primary and secondary sources.
5. Conduct independent research and communicate complex content in clear academic writing.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Online Primary and Secondary Sources (**Reading S**)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

*exceptions with permission from professor

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

1. **In-Class Biographical Presentations:** 15 Minutes, 10%. Due in class. Late papers are not accepted.

Each student will present on ONE key figure (*The pre-approval from the instructor for your selection is required prior to the presentation*). The figure should represent one of the themes of the course. This assignment is designed to give direct exposure to key figures from the historical context (place and time) we are investigating in this course, and might serve as foundational research to your final research paper. A formal copy of the presentation (i.e. a written text) should be submitted.

In the paper, you should provide a brief biographical information (e.g. key dates, events, themes and contributions related to the person). Then, you should invest most of the presentation's time in addressing key themes, events, or contributions related to the figure, providing an argument (thesis). Finally, you should end with a reflective conclusion on the historical legacy and value of the person to the contemporary church in our times.

2. **Weekly Discussions and Written Responses:** 500 Words each, Total 20%. Due on Thursday (11:59pm). Late papers are not accepted.

You will write several weekly critical responses to class lectures and discussions and students' presentations (Assignment #1). In your posts, aim for responses that display a thorough understanding of the lectures and presentations' themes and arguments by supporting your responses with insights from the sources (e.g. Lectures and Readings) relevant to the week's topics, especially identifying areas of your understanding of key historical figures and the related themes that have challenged, changed, and/or enriched you. This is not a summary of the lectures and presentations, but a response to the themes presented and arguments made in the lectures and presentations. Be specific and brief, but not superficial.

3. **Biographical Analysis Paper (Primary Source):** 1000 Words, 15%. Due on Wednesday (11:59pm) BEFORE the particular class on which the reading is assigned. Late papers are not accepted.

Write ONE biographical analysis paper with an argument (a thesis) and a reflective conclusion on ONE key text about a key figure (*The pre-approval from the instructor for your selection is required prior to the submission. The figure should not be the same person covered in Assignment #1*). This assignment is designed to give you direct exposure to key

texts from the historical context (place and time) we are investigating in this course. No additional/external research is permitted beyond the primary source itself.

In the paper, provide a brief summary of the source's content in the introduction paragraph and highlight your thesis statement. Then, the body of the paper should support your thesis statement by offering a biographical analysis of person out of the primary source only. Finally, share your reaction to and/or reflection on its message in the conclusion paragraph.

This assignment involves a "close reading" of the text as a historian. Look for what the author/source offer as clues and information regarding the person personal, theological, spiritual, and/or ecclesiastical realities. All this information should shape your analysis and reaction and will provide the foundation for an argument (a thesis) on the person and the source. Importantly, show how your argument is drawn from the primary source you read by carefully documenting it (i.e. citation).

4. **Historical Analysis Paper (Primary Source):** 1000 Words, 15%. Due on Wednesday (11:59pm) BEFORE the particular class on which the reading is assigned. Late papers are not accepted.

Write ONE historical analysis paper with an argument (a thesis) and a reflective conclusion on ONE primary source (*The pre-approval from the instructor for your selection is required prior to the submission. The text should not be the same source covered in Assignment #3*). This assignment is designed to give you direct exposure to key texts from the historical context (place and time) we are investigating in this course. No additional/external research is permitted beyond the primary source itself.

In the paper, provide a brief summary of the source's content in the introduction paragraph and highlight your thesis statement. Then, the body of the paper should support your thesis statement by offering a historical analysis of the source. Finally, share your reaction to and/or reflection on its message in the conclusion paragraph.

This assignment involves a "close reading" of the text as a historian. Look for what the author/source offers as clues and information regarding the source/author's world (i.e. the context), including insights into his/her theological, spiritual, and/or ecclesiastical realities. All this information should shape your analysis and reaction and will provide the foundation for an argument (a thesis) on the source context. Importantly, show how your argument is drawn from the primary source you read by carefully documenting it (i.e. citation).

5. **Research Paper Proposal:** 250 Words, 5%. Due on Nov. 2nd (11:59pm).

Write ONE paragraph proposal for your research paper (250 words). The paragraph should introduce (1) your topic/theme and (2) an organizing question and/or a thesis statement. Also, include in the proposal: (1) a draft outline of your research paper and (2) a brief annotated bibliography of your possible used sources.

6. **Research Paper:** 2500 Words, 35%. Due on Dec. 7th (11:59pm).

Write an argumentative research paper with a thesis that directly engages with one of the *themes/topics* encountered in the course using primary and/or secondary sources. The paper must demonstrate thoughtful engagement with the theme via research and engagement of external sources. The paper must be transparent, meaning that you will clearly state what your primary and secondary sources are, and how you have gone about turning them (i.e. their information, insights, and/or arguments) into “data” for your argument/thesis.

You need to demonstrate familiarity with the specifics and details of the themes you selected, as well as demonstrate your ability to place your topic within the larger context of Christian history. The paper should not simply report, summarize, or review materials, but demonstrate thoughtful historical analysis and reflection and embody an argument (thesis), which will be a summary of the paper’s argument, early in the introduction. The body of the paper will support your thesis. Show how your argument is drawn from the primary and secondary sources you used by carefully documenting it (i.e. citation).

Turnitin Text-Matching Software

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at classes.tyndale.ca. When you submit your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

In-Class Bibliographical Presentation	10 %
Weekly Discussions and Written Responses	20 %
Biographical Analysis Paper	15 %
Historical Analysis Paper	15 %
Research Paper Proposal	5 %
Research Paper	35 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Submission Method and Late Submission

Submission: Papers to be submitted electronically in .doc or .docx format ONLY via the class page on classes.tyndale.ca.

Late Submission Penalties:

- In-Class Presentations, Weekly Responses, and Primary Source Analyses will NOT be accepted as late.
- All other late assignments will be penalized 1% (1 point) per day.

Citing References

In all assigned work, proper style guidelines must be used and followed exactly; failure to do so will render the submitted assignment unacceptable.

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the

instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Theme	Date
Introduction	Sept. 15
Persecution and Martyrdom I	Sept. 22
Persecution and Martyrdom II	Sept. 29
Persecution and Martyrdom III	Oct. 6
Asceticism and Monasticism I	Oct. 13
Asceticism and Monasticism II	Oct. 20

<i>No Class</i>	<i>Oct. 27</i>
Asceticism and Monasticism III	Nov. 3
Evangelism and Mission I	Nov. 10
Evangelism and Mission II	Nov. 17
Holy War and Genocide I	Nov. 24
Holy War and Genocide II	Dec. 1
Other Model	Dec. 8

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)