

*“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.”*

<b>Course</b>	<b>CHURCH IN THE MAKING: PATRISTIC CHRISTIANITY</b> HIST 0670 S1
<b>Date and Time</b>	JANUARY 10 – APRIL 4, 2021 MONDAYS: 11:15 AM – 2:05 PM
<b>Instructor</b>	<b>DR. ASHOOR YOUSIF, PhD</b> Telephone/voice mail: (416) 226-6620 Ext. 2228 Email: <a href="mailto:ayousif@tyndale.ca">ayousif@tyndale.ca</a>
<b>Class Information</b>	The course will be delivered LIVESTREAM ONLINE (11:15 AM - 2:05 PM).  Office Hours are held on MONDAYS (2:15 – 2:45 PM) or by appointment.
<b>Course Material</b>	Access course material at <a href="http://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="http://Tyndale One">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only. For security reasons, email forwarding function will no longer be available. It is the student’s responsibility to check MyTyndale.ca e-mail account frequently.

## I. COURSE DESCRIPTION

The Patristic era (2nd-7th centuries) was a monumental period in defining and shaping Christianity theologically and ecclesiastically. This course will survey this period through examining key Christian men and women, who represent crucial historical events and themes, produced rich literary heritage, played defining roles in church affairs, and impacted Christianity in major ways in late antiquity. The selective examples will be considered from different historical contexts and ecclesiastical traditions.

## II. LEARNING OUTCOMES

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

1. Acquire comprehensive knowledge of the global history of Patristic Christianity during

Lat Antiquity.

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**

Drobner, Hubertus R. *The Fathers of the Church: A Comprehensive Introduction*. Grand Rapids: Baker Academic, 2016 (**Reading D**)

#### **B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS**

Tyndale recommends [www.stepbible.org](http://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 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

#### **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](http://classes.tyndale.ca).

## E. ASSIGNMENTS AND GRADING<sup>1</sup>

### 1. In-Class Bibliographical Presentations: 15 Minutes, 15%. Due in class.

Each student will present on several key figures from the Patristic era, briefly highlighting their biographical information and key events, themes and contributions related to them. The number of presentations will be determined at the beginning of the course. Invest most of the presentation's time in addressing ONE key theme, event, or contribution related to the figure, providing your argument (thesis). End with a reflective conclusion on the historical legacy and value of the source to the contemporary church in our times. This assignment is designed to give you direct exposure to key figures from the historical context (place and time) we are investigating in this course, and to serve as foundational research to your final research paper. A formal copy of the presentation (i.e. a written text) should be handed in to the professor.

### 2. In-Class Group Discussions and Written Responses: 500 Words each, Total 20%. Due on Tuesday (11:59pm) AFTER the week on which the presentation is made.

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

### 3. Critical Analysis Paper (Primary Source): 1500 Words, 20%. Due on Sunday February 6 (11:59pm).

Write only ONE critical analysis paper with a historical argument (a thesis) and a reflective conclusion on ONE of the primary sources related to one of the themes, events, or key figures from the Patristic era. This assignment is designed to give a chance to engage one of the key texts from the historical context (place and time) we are investigating in this course. No additional/external research is required and permitted beyond the primary source itself. This assignment could/should serve you as foundational research to your final research paper.

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<sup>1</sup> Further details will be provided throughout the course.

In the paper, introduce the source, its author, and a summary of its content in the introduction paragraph. Further, highlight your thesis statement. Then, the body of the paper should support your thesis statement. It should offer an analysis of the source's possible historical objectives and insights into its context. 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 the author's main ideas and themes, which should offer clues and information regarding his/her world (e.g. 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).

**4. Research Paper Proposal: 500 Words + Annotated Bibliography, 5%. Due on Sunday February 20 (11:59pm).**

Write ONE paragraph proposal for your research paper. 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 sources.

**5. Research Paper: 4500 Words, 40%. Due on Sunday April 3 (11:59pm).**

Write an argumentative research paper with a thesis that directly engages with one of the issues, themes, or events related to the period under examination in which you deal with key figures from the period and use both primary and secondary sources. The paper could be built on the previous assignments (assignments 1 and 3) through using them as foundational research to develop this paper.

In the paper, you need to demonstrate deep familiarity with the specifics and details of the issues, themes, or events you selected, as well as demonstrate your ability to place your topic within the larger context of Christian history of the period. The paper should not simply report, summarize, or review materials, but demonstrate thoughtful analysis and reflection and embody an argument (thesis), which will be a summary of the paper, early in the introduction. Thus, this is an argumentative research paper. The body of the paper should support your thesis through in depth analysis and evidence. 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 into "data" for your argument. Show how your argument is drawn from primary and secondary sources used by carefully documenting it (i.e. citation and bibliography).

## 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](http://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](http://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 Presentations	15 %
Group Discussions and Written Responses	20 %
Critical Analysis Paper	20 %
Research Paper Proposal	5 %
Research Paper	40 %
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 via Moodle.

### Late Submission Penalties:

- 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 [Chicago-Style Quick Guide](#) (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](#).

## **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 ([aau@tyndale.ca](mailto:aau@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

##### A. COURSE SCHEDULE AND REQUIRED READINGS

Historical Era	Course Weeks	Readings
Apostolic Period (Mid 1 <sup>st</sup> to Early 2 <sup>nd</sup> Centuries)	1	D – part 1
Persecution Period (Mid 2 <sup>nd</sup> to Early 4 <sup>th</sup> Centuries)	2-4	D – part 2 B <sup>2</sup> – pp. 7-13
Imperial Church Period (Early 4 <sup>th</sup> to Early 5 <sup>th</sup> Centuries)	5-8	D – part 3 B – pp. 13-24
Late Antiquity Period (Mid 5 <sup>th</sup> to Late 7 <sup>th</sup> Centuries)	9-11	D – part 4 B – pp. 24-44
Early Middle Ages Period (Mid 7 <sup>th</sup> to Late 8 <sup>th</sup> Centuries)	12	D – part 5 B – pp. 44-53

**NOTE:** Monday, February 21, 2022 is Family Day and there will be no class that day.

##### B. COURSE CONTENT

Themes	Sub-Themes (Examples)
Scripture	Canonization, Apocrypha, and Hermeneutics
Theology	Doctrines-Dogmas, Apologetics, and Heterodoxy-Orthodoxy
Church	Governance-Authority, Worship-Sacraments, and Discipleship
Mission	History, Contextualization, and Interreligious Relations
Spirituality	Asceticism, Monasticism, and Mysticism
Issues	Discrimination, Persecution, and Martyrdom
Society	Culture, Ethics, and Politics
Heritage	Literature, Art, and Music

#### V. ONLINE PRIMARY SOURCE READINGS

The primary readings can be found as PDF files on the course web page at [classes.tyndale.ca](http://classes.tyndale.ca) under “Readings”.

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

<sup>2</sup> This source is Sebastian Brock’s *A Brief Outline of Syriac Literature*. A copy of the assigned pages will be provided.