



St Andrew's Greek Orthodox Theological College

H8110A Early Church History



Semester One, 2022

Teaching Staff:

Name:	Very Revd Fr Anastasios Bozikis
Phone:	0404 003 903
Email:	abozikis@sagotc.edu.au
Consultation times:	By appointment

H8110A Early Church History

Semester One, 2022

Unit Weighting:	9 credit points
Mode of study:	Face to face (synchronous learning)
Pre-requisite units:	None
Co-requisite units:	None
Units excluded:	H7110A – History of the Early Church

Scheduled times and Venues: : Lectures will be delivered weekly in face to face mode (and/or via Zoom video conferencing if the Covid-19 situation demands) on Wednesday, 6.00-9.00pm and students are expected to personally attend (or login and participate in real time). To complete a unit a student must have been present for at least 80% of all prescribed contact hours, as per attendance policy (www.sagotc.edu.au/page/attendance).

Distance students will have access to the Zoom recording approximately 12-24 hours after the completion of the lecture. If, at any time, a distance student is available to participate in any given lecture in real time, then they are most welcome to login via Zoom.

Teaching Staff: Name: Very Revd Fr Anastasios Bozikis
BCom (UQ 1990), BTh (SCD 1995), MTh (Syd 1997)
Phone: 0404 003 903
Email: abozikis@sagotc.edu.au
Consultation times: By appointment

Learning Management System: <http://sagotc.moodle.com.au/>

Workload:	Weeks in Teaching Session:	12
	Timetabled hours/week:	3
	Study & assignments:	9
	Total Workload/week:	12

Curriculum Objectives

The early centuries (i.e. to the 4th or 5th centuries) of the Christian church's history were a formative period where doctrine was consolidated and institutional structures were established. As such, this period is fundamentally important to an understanding of the subsequent history of the church. This introductory unit provides an approach to the study of church history, with particular reference to the Early Church period. In doing so, it sets the context for doctrinal and institutional development, with an analysis of the various conflicts, challenges and relationships that occurred and which set the foundation for the ongoing development of the church. The unit is an Elective unit within the Postgraduate awards.

Learning Outcomes

At the end of this unit students will be able to:

1) assess the impact of cultural, political and religious factors in the development of the early church
2) account for the development of ecclesiastical forms and practices in the Early Church
3) analyse the causes and outcomes of the major doctrinal challenges and controversies that arose in the Early Church period
4) evaluate the contribution of selected people and movements to the development of the church's thought and structures
5) interpret primary and secondary historical documents in their social/political context in the development of a coherent historical argument in written form

Learning Activities

Face to face lectures along with a PowerPoint presentation (delivered via Zoom, if necessary).

Zoom recordings of the weekly lecture along with a PowerPoint presentation will be made available on Moodle.

Students must read the weekly material uploaded onto Moodle.

Audio-visual supplement such as power-point or DVD.

Student contributions to tutorials and/or Forum Discussions on Moodle where applicable.

Content

1. Approaches to Historical Inquiry
2. The First 300 Years
 - Early spread of the church: cultural, political, religious influences
 - Church and Society: persecution and martyrdom
 - Doctrinal Development: apologists, theologians, controversies
 - Ecclesiastical Development: bishops, papacy
3. Nicaea and Beyond
 - Emergence of Ecumenical Councils
 - Constantine and the Church: emergence of a "state church"
 - After Nicaea What?

Unit Weekly Schedule

Appropriate readings for each topic are provided via the Moodle interface.

Week 1 – Wednesday 23rd February

Topic 1: Studying Church History: An Introduction

Why Study Church History?; Course Overview; Course Requirements; Analysing the Sources.

- Week 2 – Wednesday 2nd March
Topic 2 : **Church History Methodology**
 What is Church History?; Approaches to the Study of History.
- Week 3 – Wednesday 9th March
Topic 3: **The Birth of the Church in Context**
 Alexander and the Hellenistic World; The Jewish Milieu; The Roman Empire. The Challenges of Judaism, Paganism, Greek Philosophy and the Roman State.
- Week 4 – Wednesday 16th March
Topic 4: **Christian Witness and Martyrdom in the Sub-Apostolic Age**
 Causes of Persecution; Martyrdom.
- Non-Teaching Week – Wednesday 23rd March – No Class*
- Week 5 – Wednesday 30th March
Topic 5: **Reasoning with Athens: the Apologists' Engagement with Culture**
 Case Study: comparing and contrasting the approaches of St Justin Martyr and Tertullian
- Week 6 – Wednesday 6th April
Topic 6: **Gnosticism: The Enemy Within**
 Orthodoxy vs. Heresy; Gnostic Belief Systems; Manichaeism; The Apologists' Defence.
- Week 7 – Wednesday 13th April
Topic 7: **Defining Orthodoxy**
 Montanism; Marcion; Formation of the New Testament Canon.
- Mid-Semester Recess – April 15 – May 1*
- Week 8 – Wednesday 4th May
Topic 8: **Controversy and Schism: Church Life and Thought 180-250AD**
 The Church in Gaul, Rome, North Africa and Alexandria; Paschal, Doctrinal and Disciplinary Controversies.
- Week 9 – Wednesday 11th May
Topic 9: **The Decian Persecution**
 Decian Persecution; St Cyprian of Carthage; the *Lapsi*; the Novatian Schism; Baptismal Controversy.
- Week 10 – Wednesday 18th May
Topic 10: **The Diocletian Persecution**
 Emperor Diocletian; The Tetrarchy; the Great Persecution and its Consequences; The Rise of Constantine; Edict of Milan.
- Week 11 – Wednesday 25th May
Topic 11: **Constantine the Great: Emperor and Saint**
 Religious Policies; the Donatist Dispute; Constantinople – the New Rome.
- Week 12 – Wednesday 1st June
Topic 12: **Arianism and the First Oecumenical Synod**
 The Alexandrian Background; Beginnings of the Controversy; Arius and his Teaching; Road to Nicaea; the Synod; Arian Dispute until the Death of Constantine; St Athanasios the Great.

Learning Resources

PRESCRIBED TEXT

Stevenson, James. (rev. & ed. W.H.C. Frend). *A New Eusebius*. London: SPCK, 1987.

It is **essential that you have access to the material in this book** for lectures, your readings and assessment tasks. Please ensure that you purchase the **1987 revised edition** as this is the one to which we will refer. Avoid the original edition as well as the 2011 edition which is very expensive. Copies may be purchased on online bookstores such as Book Depository.

Recommended References

Allard, P. *Christianity and the Roman Empire from Nero to Theodosius*. 7th ed. New York: St Vladimir's Seminary Press, 2017.

Brown, Peter. *The Rise of Western Christendom: Triumph and Diversity AD 200-1000*. 2nd edition. Cambridge: Blackwell, 2003.

Chadwick, Henry. *The Church in Ancient Society: From Galilee to Gregory the Great*. Oxford: Oxford University Press, 2009.

Chadwick, Henry. *The Early Church*. Harmondsworth, London: Penguin Books, 1993.

Davidson, I. J., *The Birth of the Church: From Jesus to Constantine AD 30-312*. Baker History of the Church, Vol 1; Grand Rapids/ Oxford: Baker/Monarch, 2004.

Davidson, I. J., *A Public Faith: From Constantine to the Medieval World: AD 312-600*. Baker History of the Church, Vol 2; Grand Rapids/ Oxford: Baker/Monarch, 2005.

Frend, W.H.C. *The Early Church from the Beginnings to 461*. London: SCM Press, 2003.

Gonzalez, Justo L., *The Early Church to the Dawn of the Reformation. The History of Christianity* Vol. I, Revised and updated; New York: HarperCollins, 2010.

Hall, Stuart G. *Doctrine and Practice in the Early Church*. 2nd ed. London: SPCK, 2005.

Harvey, Susan Ashbrook and David G. Hunter (eds), *The Oxford Handbook of Early Christian Studies*. Oxford: OUP, 2010.

Ludlow, Morwenna, *The Early Church*. London: I.B. Taurus, 2009.

McGowan, Andrew C., *Ancient Christian Worship*. Grand Rapids MI: Baker Academic, 2016.

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

Mitchell, Margaret M. and Frances M. Young (eds), *The Cambridge History of Christianity Volume 1: Origins to Constantine*. Cambridge: CUP, 2014.

Schmemmann, Alexander. *The Historical Road of Eastern Orthodoxy*. Translated by Lydia W. Kesich. Crestwood, NY: St Vladimir's Seminary Press, 1992.

Schott, Jeremy M. *Christianity, Empire, and the Making of Religion in Late Antiquity*. Philadelphia: University of Pennsylvania Press, 2008.

Young, Frances, Lewis Ayres, Andrew Louth (eds), *The Cambridge History of Early Christian Literature*. Cambridge: CUP, 2007.

Representative References

Berardino, di Angelo. ed. *Encyclopedia of the Early Church*, 2 vols. Cambridge: Oxford University Press, USA, 1992.

Bowersock, G. W. et al. *Late Antiquity: A Guide to the Postclassical World*. MA & London: Cambridge, 1999.

Cross, F. L. & Livingstone, E. A. eds. *The Oxford Dictionary of the Christian Church*. 3rd edition. USA: Oxford University Press, 1997.

Ehrman, Bart D. and Andrew S. Jacobs. *Christianity in Late Antiquity. 300-450C.E. (A reader)* New York: Oxford University Press, 2004.

Esler, Philip P. ed. *The Early Christian World*, 2 vols. London: Routledge, 2000.

Ferguson, Everett. *Encyclopedia of Early Christianity*. London, Routledge, 1990.

Harding, Mark. *Early Christian Life and Thought in Social Context: A Reader*. London & New York: T & T Clark International, 2003.

Harding, Mark and Alanna Nobbs, eds. *Into all the World: Emergent Christianity in its Jewish and Greco-Roman Context*. Grand Rapids, Michigan: William B. Eerdmans publishing Company, 2017.

Hart, T. A. ed. *The Dictionary of Historical Theology*. Grand Rapids, Michigan: William B Eerdmans Publishing Company, 2000.

Hastings, Adrian, ed. *A World History of Christianity*. Grand Rapids, Michigan: William B Eerdmans Publishing Company, 1999.

Hazlett, I. (ed.) *Early Christianity: Origins and Evolution to AD 600*. London: SPCK, 1991.

Meeks, Wayne A. *The First Urban Christians*. New Haven and London: Yale University Press, 1983.

Parry, Ken. ed. *The Blackwell Dictionary of Eastern Christianity*. Oxford: Wiley-Blackwell, 1999.

Stevenson, James. (rev. & ed. W.H.C. Frend). *Creeds, Councils and Controversies*. London: SPCK, 1989.

Vallée, Gérard. *The Shaping of Christianity: The History and Literature of its Formative Centuries (100-800)*. New York: Paulist Press, 1999.

The Study of the Early Church

Brown, Peter. *The Making of Late Antiquity*. London: Harvard University Press, 1978.

Frend, W. H. C. *The Archaeology of Early Christianity: A History*. London: Cassell, 1996.

- Ferguson, Everett. *Backgrounds of Early Christianity*, 2nd Edition. Grand Rapids, MI: William Eerdman's Publishing Co., 1993.
- Grant, Robert M. *Augustus to Constantine: The Rise and Triumph of Christianity in the Roman World*. San Francisco: Harper & Row Publishers, 1990.
- Lössl, Josef. *The Early Church: History and Memory*. London: T&T Clark, 2010.
- Markus, Robert. *The End of Ancient Christianity*. Cambridge: Cambridge University Press, 1990.
- Vermes, Geza. *Jesus and the World of Judaism*. London: Fortress Press, 1983.
- Greco-Roman Perceptions**
- Athanassiadi, Polymnia & Frede, Michael. eds. *Pagan Monotheism in Late Antiquity*. Oxford: Oxford University Press, 1999.
- Celsus. *On the True Doctrine: A Discourse Against the Christians*. Trans. R. Joseph Hoffman. New York: Oxford University Press, 1987.
- Chadwick, Henry. *Early Christian Thought and the Classical Tradition*. Oxford: Oxford University Press, 1966.
- Chadwick, Henry. ed. *Alexandrian Christianity*. London: Westminster John Knox Press, 1982.
- Ferguson, Everett. *Backgrounds of Early Christianity*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 1987.
- Ferguson, John. *The Religions of the Roman Empire*. New York: Cornell University Press, 1970.
- Goodman, Martin. ed. *Jews in a Graeco-Roman World*. USA: Oxford University Press, 1998.
- Grant, Robert. M. *Second Century Christianity: A Collection of Fragments*, 2nd Edition. London: John Knox Press, 2003.
- Hengel, Martin. *Jews, Greeks and Barbarians: Aspects of the Hellenization of Judaism in the pre-Christian Period*. London: Fortress Press, 1980.
- Hopkins, Keith. *A World Full of Gods: Pagans, Jews and Christians in the Roman Empire*. London: Phoenix, 1999.
- Judge, E. A. *The First Christians in the Roman World*. Tübingen: Mohr Siebeck, 2008.
- Klauk, Hans-Josef. *The Religious Context of Early Christianity*. Edinburgh: Fortress Press, 2000.
- Lane Fox, Robin. *Pagans and Christians*. London: Penguin, 1988.
- Markus, Robert A. *Christianity in the Roman World*. London: Thames and Hudson Ltd, 1974.
- Martin, Luther H. *Hellenistic Religions: An Introduction*. Oxford: Oxford University Press, 1987.
- MacMullen, Ramsay. *Christianising the Roman Empire*. New Haven: Yale University Press, 1974.

Price, S. R. F. *Rituals and Power: The Imperial Roman Culture in Asia Minor*. Cambridge: Cambridge University Press, 1987.

Neusner, Jacob & Chilton, Bruce. *The Intellectual Foundations of Christian and Jewish Discourse: The Philosophy of Religious Argument*. London: Routledge, 1997.

Saldanha, Chris. *Divine Pedagogy: A Patristic View of Non-Christian Religions*. Rome: LAS, 1984.

Scarborough, J. M. 'Origen and Celsus: Exegesis and Apologetics.' *Union Seminary Quarterly Review* 62:1-2 (2009): 46-56.

Snyder, H. Gregory. *Teachers and Texts in the Ancient World: Philosophers, Jews and Christians*. London: Routledge, 2000.

Wallis, Richard T. *Neoplatonism*. sec. ed. London: Duckworth Publishers, 1995.

Wilken, Robert L. *The Christians as the Romans Saw Them*. New Haven: Yale University Press, 1984.

Williams, Margaret H. *The Jews Among the Greeks and Romans: A Diasporan Sourcebook*. Baltimore: The Johns Hopkins University Press, 1998.

Persecution and Martyrdom

Baghos, Mario. 'The Impact of Martyrdom on Eusebius of Caesarea's *Commentary on Luke*: Anticipating the Imminent Eschaton.' *Phronema* 28:1 (2013): 73-100.

Brown, Peter. *The Cult of the Saints*. London, 1981.

Brown, Peter. *The Body and Society: Men, Women and Sexual Renunciation in Early Christianity*. London: The University of Chicago Press, 1989.

Clarke, G. W. trans. *The Letters of St Cyprian*, Vol 4. Ancient Christian Writers. New York: Newman Press, 1989.

Ferguson, J. *The Place of Suffering*. London: J. Clarke & Co, 1987.

Frend, W. H. C. *Martyrdom and Persecution in the Early Church*. Oxford: Lutterworth Press, 1965.

Frend, W. H. C. *Saints and Sinners in the Early Church*. London: DLT, 1970.

Musurillo, Herbert. *The Acts of the Christian Martyrs*. Oxford: Oxford University Press, 1972.

Perkins, Judith. *The Suffering Self: Pain and narrative representation in the early Christian era*. London: Routledge, 1995.

Salisbury, Joyce E. *Perpetua's Passion*. London: Routledge, 1997.

Thompson, L. L. 'The Martyrdom of Polycarp: Death in the Roman Games.' *The Journal of Religion* 82:1 (2002): 27-52.

Gnosticism and Manichaeism

DeDuhn, J. *The Manichaean Body in Discipline and Ritual*. Baltimore: Johns Hopkins University Press, 2000.

Filoramo, Giovanni. *A History of Gnosticism*. Oxford: Blackwell, 1990.

Grant, Robert M. *Gnosticism and Early Christianity*. New York: Harper, 1966.

Grant, Robert M. *Gods and the One God*. Philadelphia: Westminster Press, 1986.

Gardner, Iain & Lieu, Samuel N.C. *Manichaean Texts from the Roman Empire*. Cambridge: Cambridge University Press, 2004.

Meyer, Marvin, trans. *The Gospel of Thomas: The Hidden Sayings of Jesus*. Harper: San Francisco, 1992.

Robinson, James, M. ed, et al. *The Nag Hammadi Library in English*. Leiden: E. J. Brill, 1988.

Rudolph, Kurt. *Gnosis: The Nature and History of Gnosticism*. Edinburgh: HarperOne, 1983.

Sects and Heresy

Bauer, Walter. *Orthodoxy and Heresy*. London: Sigler Press, 1972.

Christie-Murray, D. *History of Heresy*. Oxford: Oxford University Press, 1976.

Fitzgerald A. D. ed. et al. *Augustine Through the Ages: An Encyclopedia*. Grand Rapids, MI: William B. Eerdmans, 1999.

Grant, Robert M. *Heresy and Criticism: The Search for Authenticity in Early Christian Literature*. Louisville, KE: Westminster John Knox Press, 1995.

Kelly, J. N. D. *Early Christian Doctrines*, Parts I & II. 5th ed. London: Continuum, 1977.

Marjanen, A. and Luomanen, P. *A Companion to Second-Century Christian "Heretics."* Leiden: E. J. Brill, 2005.

Pelikan, Jaroslav. *The Christian Tradition: A History of the Development of Doctrine. 1. The Emergence of the Catholic Tradition (100-600)*. Chicago & London: University of Chicago Press, 1971.

Thomassen, Einar, 'Orthodoxy and Heresy in Second-Century Rome.' *The Harvard Theological Review* 97:3 (2004): 241-256.

Images and Idolatry

Bradshaw, Paul F. *The Search for the Origins of Christian Worship*. London: Oxford University Press, 1992.

Elsner, Jas. *Art and the Roman Viewer: The Transformation of Art from the Pagan World to Christianity*. Cambridge: Cambridge University Press, 1995.

Elsner, Jas. *Imperial Rome and Christian Triumph*. Oxford: Oxford University Press, 1998.

Ferrua, Antonio. *The Unknown Catacomb: A Unique Discovery of Early Christian Art*. New Lanark: Geddes and Grossett, 1991.

Finney, Paul Corby. *The Invisible God: The Earliest Christians on Art*. New York & Oxford: Oxford University Press, 1994.

Grabar, André. *Christian Iconography: A Study of its Origins*. London: Princeton University Press, 1980.

Jensen, Robert Margaret. *Understanding Early Christian Art*. London: Routledge, 2000.

McGuckin, John A. *The SCM Press A-Z of Origen*. Louisville, KE: Westminster John Knox Press, 2006.

Neusner, Jacob, ed. *Studies in Judaism in Late Antiquity*, Vol 35: *A History of the Mishnaic of the Law of Damages*. Leiden: E. J. Brill, 1983.

The New Testament Canon and Apocryphal Writings

Buren, Paul M. van. *According to the Scriptures: The Origins of the Gospel and of the Church's Old Testament*. Grand Rapids, Michigan: William B Eerdmans Publishing Company, 1998.

Gamble, Harry Y. *Books and Readers in the Early Church: A History of Early Christian Texts*. New Haven & London: Yale University Press, 1995.

Ehrman, Bart D. *Lost Scriptures*. Oxford: Oxford University Press, 2003.

Fahlbusch, E. ed. et al. *The Encyclopedia of Christianity* Vol 1: A-D. Grand Rapids, MI: William B. Eerdmans Publishing Co., 1999.

Metzger, Bruce M. *The Canon of the New Testament*. Oxford: Oxford University Press, 1987.

Koelster, Helmut. 'Apocryphal and Canonical Gospels.' *The Harvard Theological Review* 73:1/2 (1980): 105-130.

Lane Fox, Robin. *The Unauthorized Version: Truth and Fiction in the Bible*. London: Vintage, 1992.

Millard, Allan. *Reading and Writing in the Time of Jesus*. New York: New York University Press, 2000.

Schneemelcher, W. ed. *New Testament Apocrypha I: Gospels and Related Writings*. Great Britain: James Clark and Co. Ltd., 1991.

Vermes, Geza. *The Dead Sea Scrolls: Qumran in Perspective*. London: SCM Press, 1981.

Assessment Profile

Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Critical Review (900 words)	15%	Tuesday, 8 March	Outcomes 1 and 5
Primary Source Analysis (1500 words)	25%	Tuesday, 12 April	Outcomes 1, 2, and 5
Essay (3000 words)	50%	Tuesday, 31 May	Outcomes 1, 2, 3, 4 and 5
Tutorials/Forum Discussions	10%	Throughout the semester as indicated on the Forum posts	Outcomes 2, 4 and 5

Detailed information on assessment tasks and assessment standards

The College's cover sheet, available from the Library or the Registrar upon request or downloadable from Moodle, should be attached to the front of both the Primary Source Analysis and Essay. These tasks should be uploaded to Moodle by midnight of the due date.

1. Critical Review (900 words – 15%)

You are required to summarize and critically review the following chapter found on Moodle under Assessment Task 1.

James R. Harrison, "The Persecution of Christians from Nero to Hadrian," in *Into all the World: Emergent Christianity in its Jewish and Greco-Roman Context*, ed. Mark Harding and Alanna Nobbs (Grand Rapids, Michigan: William B. Eerdmans publishing Company, 2017), 266-300.

Instructions

This piece of work is designed to assist you in being able to express in your own words what you believe is the main point being made by an author and how that message is being communicated, namely, what an author is trying to communicate.

In providing their critical summary, students are expected to *summarise* the main points covered in the reading and provide an *evaluation* of the ideas expressed. Evaluating involves analysing the content and concepts of the text, separating them into their main components, and then understanding how these interrelate, connect and influence each other. Reviewing critically means thinking carefully and clearly and taking into consideration both the strengths and weaknesses in the material under review.

The following will form the basis of the summary/critical review:

Introduction – this announces and provides a brief overview of the main themes of the reading in summary form.

Summary: An extended description of the article explaining key concepts and identifying the main argument(s).

Critique: Discusses and evaluates the strengths, weaknesses and important features of the text.

Conclusion: a restatement of the overall opinion of the text.

Some questions that may be helpful for you to ask as you prepare your critical review:

- What is the author's main thesis and purpose?
- What is the structure of the text (namely, how are the ideas organised) and main ideas expressed by the text?
- Has the author accomplished his purpose?
- Critical reflection: In what way does the article provide you with a better understanding of the topic under examination (namely, the Christian understanding of history and the role of the Christian historian)?

Assessment Criteria

1. Presentation: clarity of thought and expression, accuracy of grammar, spelling and punctuation in properly structured sentences (NOT POINT FORM).
2. Content: evidence of careful reading of prescribed text; ability to express fairly the main ideas dealt with in this material; evidence of some personal engagement with and critical appreciation of the theological themes under consideration; evidence of development in understanding to make use of material already covered.
3. Reasoning: depth of understanding of the main ideas of the theme under consideration; ability to analyse the reasoning that underlies the historical and theological argument; ability to develop your own ideas in conversation with the material presented.

Pass/Fail requirements

To obtain a pass in this assessment, you must:

- submit the 900 word review;
- demonstrate a reasonable understanding of the content and main ideas covered in the topics under consideration;
- present your ideas in a reasonably clear, logical and grammatically correct fashion;
- show evidence of personal engagement with the material of the chosen topics and some development of understanding of the distinctiveness of a Christian approach to historiography.

A summary assignment that is graded fail is considered to be of unsatisfactory standard in relation to the aims of the assessment as set out above. It may contain a number of faults: for example, failure to demonstrate an understanding of the topic; inadequate grasp of the major ideas of the themes chosen; illogical or badly reasoned argument; unfair or unsupported criticisms; plagiarism; poor presentation or expression of ideas; excessive spelling, grammatical and typographical errors; failure to abide by word limitations.

2. Primary Source Analysis (1500 words – 25%)

Refer to the following primary source document:

NER 23 Eusebius, *HE*, V.1.3-63 (*The Martyrs of Lyons and Vienne*).

This can be found in Stevenson, James. (rev. & ed. W.H.C. Frend). *A New Eusebius*. (London: SPCK, 1987), pp. 34-44. (NER refers to the primary source extract and stands for 'New Eusebius Revised').

Write a critical analysis of 1500 words on the primary source document.

Read the primary source and the associated editorial comments by Stevenson and, with the aid of secondary sources (eg. Hall, S.G. *Doctrine and Practice in the Early Church*. 2nd edition, SPCK, 2005) and general reference books (eg. *Encyclopaedia of Early Christianity*, *The Oxford Dictionary of the Church*, *Britannica* etc.) discuss the following:

- I. Who is the author and what do we know about them?
- II. Who is its intended or imagined audience?
- III. What kind of document is it? eg. letter/ epistle, treatise, decree, sermon

- IV. Assess the **value and the limitations** of the NER primary source **as a useful piece of historical evidence** as you discuss what it reveals about:
- i. the early Christians' social composition and social status (eg. wealthy patrician class or poorer plebe social classes? Sex? Age?);
 - ii. the early Christians' corporate life (especially in terms of ministry, organization and formal worship, sacraments);
 - iii. the early Christians' thought world, as well as Christian theological expression and formulation;
 - iv. the Roman attitude and policy towards Christians.
 - v. early Christians' experience of violent persecution, as well as its causes?
 - vi. early Christians' attitudes towards martyrdom?

Note: All of the above questions may not be equally relevant to the primary source. It is your task to interpret the document and identify the appropriate themes that it raises. You may refer to secondary sources to support or clarify your argument. Ensure all references are properly footnoted and a bibliography provided.

3. Essay (3000 words – 50%)

Each student is required to write a 3000 word research essay on a topic to be selected from the list provided. The emphasis in the essay is on demonstrating skill in mounting an argument and supporting it with evidence. Students are required to show evidence of wide reading and rely on three categories of sources:

- a. primary sources (original text and/or translations);
- b. general references (compendia, dictionaries, encyclopaedias etc);
- c. monographs, chapters and articles related to the topic and the analysed text.

A minimum requirement for the essay amounts to 8-12 bibliographical titles.

Essay Questions:

- a. Evaluate the importance of martyrdom in the experience of the early Christian community.
- b. Outline and assess the success or otherwise of the Apologists' defence of Christianity in the public square?
- c. Was Marcion a Gnostic? Analyse and evaluate the arguments for and against.
- d. To what extent did the early heresies prompt the Church to develop a canon of Scripture?
- e. Discuss the causes and consequences of either the Decian or the Diocletian Persecution and assess its impact on the life of the early Church.

No extensions of time will be permitted, except in the *documented* case of serious illness or misadventure. The essay should be in accordance with the standard scholarly requirements, as expressed in the **Assessment Guidelines** found on Moodle. As a rule, students should remain within 10% of the prescribed word limit which includes footnotes but not bibliography.

4. Tutorials/Forum Discussions (10%)

This assessment task examines student participation and responses to the regular Tutorial questions and discussions posted on Moodle.

Instructions

Students will be expected to contribute to the regular forums responding to the questions provided.

[Please note: the goal of this task is to see the extent to which students not only engage and respond to the set questions but also the extent to which they respond to answers provided by other students. For this reason, students will be expected: first to respond to the questions and secondly: to comment on answers uploaded by other students].

Your responses should **not be less than 300 words** must be submitted no later than the beginning of the lecture on Thursday of the week following the publication of the question.

Marks will be awarded for:

- a. a timely response that meets the minimum word limit;
- b. evidence of careful reading of prescribed text; ability to express fairly the main ideas dealt with in this material; evidence of some personal engagement with and critical appreciation of the historiographical themes under consideration; evidence of development in understanding to make use of material already covered;
- c. active interaction with your peers;
- d. clarity of thought and expression, accuracy of grammar, spelling and punctuation in properly structured sentences and paragraphs (NOT POINT FORM);
- e. appropriate referencing where required.

Course Unit Revision

This course unit booklet was last revised in February 2022 with adjustments to topics covered and assessments.

Extension Policy

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension

granted). Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

Example:

Student submits an assignment worth 50 marks 4 days late.

Total mark available=50

Penalty: 4 days late = 5% of 50x4 = 10 mark penalty

The student's original mark is 40.

Final mark =40-10=30

Grounds for Extension

An extension of an assessment task due date may be granted on the following grounds: (a) medical illness (certified by medical certificate); (b) extreme hardship, and/or (c) compassionate grounds.

In such cases (which are generally understood to be beyond the student's control) an extension of up to 28 days may be granted without penalty but only if requested prior to the assessment due date. The student should send a sufficiently worded email or letter with the title "Application for Extension" including supporting documentation to the lecturer for authorising prior to the due date. The student's full contact details must be included. The Registrar must be provided a copy of this correspondence also, either by email CC or copy of the written letter. The student will then be informed of the result of the request by the lecturer.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, and addressed to the Faculty of St Andrew's Greek Orthodox Theological College setting out the extreme circumstances. Faculty, or a Subcommittee of Faculty, will consider such an unusual extension and notify the student of the outcome in writing.

If the unit's assessment includes an examination and an extension is granted then arrangements will be made for an alternative examination to be given to the student within the extension period.

At the end of a semester, no grade other than a 'Fail' will be ascribed by Faculty to any unit where none of the assessment tasks have been completed.

Plagiarism

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to section 6.1 in the Handbook.

Intellectual Property

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the Sydney College of Divinity. The particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the Member Institution and meets the needs of its stakeholder are the property of the Member Institution.

Library

For any student/researcher, the library is an essential part of study and research. Identifying and locating relevant information is a crucial skill. There is a basic bibliography provided herein and you are expected to go to the library and find and read additional material. Browsing the shelves is strongly recommended, downloading undigested information from the internet only results in plagiarism.

Students from St Andrew's Greek Orthodox Theological College may access the catalogue when visiting the library or online at <http://www.sagotc.edu.au/library>.

Also you may access resources from the libraries of other theological institutions in Sydney and interstate. However, borrowing privileges may vary. Please ask the College Librarian for advice.

Staff and students also have access to:

Online Student Resources

Moodle



St Andrew's Theological College delivers a number of units using the Moodle online learning management system. This secure and integrated platform provides students with access to lecture recordings, essential and recommended readings, forum discussions, and assessment task information.

Log-in credentials are supplied upon the commencement of studies.

Website: www.moodle.sagotc.edu.au

Liberty OPAC Database



Our OPAC database allows students access to the library catalogue here on-site at St Andrew's with the prospect of borrowing via mailing (price of postage must be paid by the student on return). Our OPAC search provides students with an image, short description and availability of each text. Please contact the library as help is readily available. Visit our website for further details on library hours, services, and contact information.

Students also have access to the databases below through the online catalogue's Federated Search module. Log-in credentials and instructions for the catalogue to be provided in due course.

Website: <http://sagotc.softlinkhosting.com.au>

JSTOR



JSTOR

JSTOR is a digital library that provides online books, primary sources and current issues of journals. It provides full-text searches of almost 2,000 journals. It is a part of ITHAKA, a not-for-profit organisation helping the

academic community use digital technologies to preserve scholarly records and to enhance research and teaching in sustainable ways.

See the following link for **detailed instructions** on how to search and navigate content on JSTOR: <https://guides.jstor.org/how-to-use-jstor/>

EBSCOhost Research Platform



EBSCOhost is an intuitive online research platform used by thousands of institutions and millions of users worldwide. St Andrew's is currently subscribed to 3 databases through EBSCOhost. These are listed as follows.

ATLA Religion Database

The ATLA (American Theological Library Association) Religion Database features articles and book reviews in the fields of Systematic Theology, Patristic Studies, Biblical Studies, and Church History. It contains more than 1.6 million bibliographic records.

Religion and Philosophy Collection

This collection features more than 300 full-text journals and magazines on various religious and philosophical topics.

eBooks (Religion Collection)

This eBook collection covers a broad range of subjects, including Church History, Theology, Ecclesiology, and Biblical Studies. Titles range from introductory texts for undergraduates to more complex works for advanced scholars.

Detailed video tutorials for navigating and using general content on EBSCO are available here: <https://ebSCO.libguides.com/home>

Detailed video tutorials for navigating, printing, saving and downloading EBSCO eBooks are available via the following link:
<https://ebSCO.libguides.com/ebooks/basics>

To **download and annotate** eBooks from EBSCO, you will require an **Adobe ID** and the **Adobe Digital Editions** program. These may be obtained via the following webpages:

<https://helpx.adobe.com/au/manage-account/using/create-update-adobe-id.html>

<https://www.adobe.com/au/solutions/ebook/digital-editions/download.html>

Oxford Reference Online



Oxford Reference Online spans 25 different subject areas, bringing together 2 million digitised entries across Oxford University Press's *Dictionaries*, *Companions*, and *Encyclopedias*.

See the following link for **detailed instructions** on how to search and navigate content on Oxford Reference Online: <https://www.oxfordreference.com/help>

Early Church Texts



The Early Church Texts website gives students access to numerous Greek and Latin primary sources from the first to fifth centuries. The texts have online dictionary links, English translations, a search facility and notes. There are over 2,000 pages of printable material.

See the following **video tutorial** for navigating and using Early Church Texts:

<https://www.youtube.com/watch?v=lec6TJ8ajoQ&feature=youtu.be>

Studiosity

Studiosity is a free, after hours, online learning advice service. It provides advice to students on academic writing, referencing, sentence structure, study skills, exam preparation, online search skills, numeracy, statistics, accounting, and more. There are two types of support available; 1) Writing Feedback: Review of assessment drafts for academic literacy, including structure, spelling, grammar, punctuation and referencing. No review of content, editing or proofreading is available. 2) Connect Live: A real life tutor will be waiting online to help the student. Live tutors are available 3pm – 12am every day.

Website: <https://studiosity.com/connect/users/pin/new>

(Students must create their unique student profile through the given link)

If you have any questions about these databases and their utilisation, please feel free to contact your Lecturer or:

- Librarian at library@greekorthodox.org.au or (02) 9549 3105.

- **Father Irenaeus Triantis** (IT Registry Officer) at moodle@sagotc.edu.au or 9549 3101.

Demand Hours, Grading System and Attendance

The student workload is 143 hours per 9 credit point unit, typically comprised of 12 teaching weeks with 3 hours contact per week in class (except for distance education units) and 9 hours per week of private study (including assessment preparation).

As a general suggestion, regular 2-3 hour study periods are better than isolated bursts of 5-6 hours. Students are therefore encouraged to:

- set aside an appropriate number of private study periods in the week of 2-3 hours duration
- select study times when you are not likely to be tired or interrupted
- space your study out over the week

- d. aim for 8-9 hours of private study per week per unit (if also attending classes) or 10-12 hours of study per week per unit (if studying via distance education)
- e. plan some rest from study during the mid-semester recess
- f. maintain church, social, and recreational activities at a reasonable level since you are more likely to study effectively if you maintain other interests and commitments, even if you may have to reduce them.

Some online units may have a compulsory residential component that includes classroom contact. Please consult your Course Unit Booklet handout.

Typically, undergraduate students should expect to devote 4 hours per week to actual assessment preparation (approx. 13 hours preparation per 1,000 words of written assessment or almost 20 hours preparation for a 1.5 hour examination).

Typically, postgraduate students should expect to devote 5 hours per week to actual assessment preparation (approx. 16 hours preparation per 1,000 words of written assessment or 25 hours preparation for a 1.5 hour examination).

All students should allocate sufficient time to visit the College's Library or another library with useful resources. Please contact the College Librarian for assistance with inter-library loans and research needs.

Please see Section 6 of the College's Handbook, available online at www.sagotc.edu.au for information about the grading system.

To complete a course unit a student must have been present for at least 80% of all prescribed face-to-face contact hours, field work, tutorials, residential school programs and other activities. In the case that a student cannot attend a lecture, he or she must inform the lecturer.

General Criteria for Allocation of Grades

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions (*Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others*) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
Percentage score	85-100%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Subsidiary Descriptions					
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual knowledge to serve as a basis for further study	Inadequate factual and conceptual knowledge
Articulation of argument	Sustained evidence of imagination, originality, and independent thought	Evidence of imagination, originality, and independent thought	Ability to construct well-reasoned and coherent argument based on discriminating use of evidence	Ability to construct sound argument based on evidence	Inability to construct coherent argument
Analytical and evaluative skills	Evidence of highly developed analytical and evaluative skills	Evidence of well-developed of analytical and evaluative skills	Evidence of developed analytical and evaluative skills	Evidence of analytical and evaluative skills	Insufficient evidence of analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging problems	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills (Continued on next page)

Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids Response to Questions	Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions	Evidence of sound preparation, good skills in actively contributing to discussion and in responding positively to the views of others	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others