

Christian Tradition, Spring 2016

University of the Pacific
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About the Course

This course presents an historical and theological analysis of Christian thought and practice. Fall 2016 will address Christianity in late antiquity and the early Middle Ages. We will examine the conflicts, individuals, social movements, and theologies that shaped Christianity during its formative and early medieval periods. Specific topics we will study include: the spread of Christianity throughout the Mediterranean world, martyrdoms and persecutions, Christian and Jewish relations, politics and power, heresy, gender, slavery, and social class, Christian views of the body. At the end of the semester, we will turn to contemporary "hot topics," whose debates have roots in the ancient world.

Fulfills General Education Requirement I-C Global Studies

Course Objectives

Upon successful completion of this course, students will be able to:

1. Identify and explain the significance of primary themes, figures, and events in early Christian history
2. Examine religion from a critical and historical perspective
3. Read and interpret primary sources from the early Christian periods
4. Implement the particular methodologies for studying premodern religious history
5. Write analytical, historical papers about religion that are based on primary sources
6. Investigate the ways modern debates about religion have roots in Christianity's origins (or

lay claim to those roots)

Required Books and Other Media

The following required textbooks are available at the Bookstore. **The readings are *required* for class discussion, quizzes, and writing assignments, so I strongly urge students to buy copies if at all possible.**

1. Bart Ehrman, *After the New Testament* (http://www.amazon.com/After-New-Testament-100-300-Christianity/dp/0195398920/ref=sr_1_1?ie=UTF8&qid=1453095146&sr=8-1&keywords=after+the+new+testament)
2. Bart Ehrman and Andrew Jacobs, *Christianity in Late Antiquity* (http://www.amazon.com/Christianity-Late-Antiquity-300-450-C-E/dp/0195154614/ref=sr_1_1?ie=UTF8&qid=1453095223&sr=8-1&keywords=christianity+in+late+antiquity)
3. Robert Gregg, *Athanasius: The Life of Antony* (http://www.amazon.com/Athanasius-Life-Antony-Letter-Marcellinus/dp/0809122952/ref=sr_1_1?ie=UTF8&qid=1453095244&sr=8-1&keywords=life+of+antony)
4. Required readings on websites, in handouts, and on Canvas.

Required readings, maps, and art will also be available on websites and on the course Canvas site. See the links on the syllabus.

Most of the textbooks will be on Reserve at the Circulation Desk in the Library.

Course Requirements

Note: Copies of student work may be retained to assess how the learning objectives of the course are being met.

Attendance & Participation

Since we will all be members of a learning community this semester, diligent preparation and enthusiastic class participation are essential. **Daily assignments should be completed before class on the day on which they are listed on the syllabus.**

Class participation is an integral part of this course. All students are expected to participate in a thoughtful, well-prepared manner that is grounded in the course assignments. Students should come to class prepared to discuss the assignments every day. I will provide study guides to help you with the readings and class discussions.

All members of the class are expected to reflect critically on they ways in which they can contribute to constructive rather than destructive class dynamics. I often call upon students and may not wait for students to volunteer themselves.

Take notes: you will be expected to incorporate issues raised in class discussions and in your writing assignments. See the beginning of the course schedule for tips on preparing for class.

The Attendance and Participation Grade will include:

- Possible in-class presentations, graded activities, or providing discussion questions for class.
- Regular participation in class, which means:

- ✓ Informed, thoughtful, and respectful engagement in discussions, activities, and in-class writing assignments on a regular basis
- ✓ Listening to the professor and the other students (including taking notes)
- ✓ Bringing class readings and/or notes to class to enable discussion
- ✓ Respectful behavior in class. Disruptive or disrespectful behavior (including arriving late and leaving early) will lower Participation and Attendance grades.
- ✓ Daily attendance.

Daily attendance is essential for learning in this course. **Every absence beyond three absences may lower the participation and attendance grade** by up to one-third of a letter level (A to B, B+ to C+, etc.) There are no excused/unexcused absences; you have three. Come to class unless you are truly ill. Athletes and other students with with official university commitments that may cause them to miss more than three classes should contact me at the beginning of the semester. Likewise students with extended illnesses that may cause them to miss more than three classes should contact me immediately.

- Lying to avoid a penalty is a violation of the Honor Code
- Make friends: Students who miss class should get notes from a peer before coming to talk to the professor about missed material.

Discussion Facilitation

In pairs, each student will lead class discussion once during the semester. The goals for the discussion will be to facilitate a deeper understanding of the readings and to enable participation by all students in the class. More instructions will be provided during the first few weeks of class.

The Discussion Facilitation will be graded on an excellent/satisfactory/unsatisfactory basis. An excellent assessment will increase your overall Attendance and Participation grade; an unsatisfactory one will lower it.

Quizzes

Brief quizzes on the course materials will be distributed on Canvas **every day we have assigned readings/websites/films**. Students will be allowed to take each quiz more than once. (Quizzes close before class begins.) Quizzes cannot be made up and cannot be excused. The lowest three quiz grades will be dropped before calculating the final grade

Critical Analytical Papers

Students will write two critical analytical papers this semester (approximately 1000 words each). Due dates are on the course schedule (schedule.html). The schedule lists three deadlines for most papers posts:

Deadline A: item submitted will receive a grade and comments, which will be returned to you by the Deadline B date. Students may revise and repost by Deadline C for grade replacement.

Deadline B: item submitted will receive a grade and comments, but cannot be revised for this assignment. Comments will probably be useful for your next one, though.

Deadline C: item submitted will receive only a grade.

Digital Tutorials

Throughout the semester, we will have digital tutorials on things such as making digital maps, creating an online

bibliography, etc.

Group Final Project

In the last week of the semester, groups of students will present results of mini-research projects on the connections between contemporary “hot topics” and early Christianity. There will be a group grade and an individual grade. Students will produce a slide presentation in Pecha Kucha format (<http://www.pechakucha.org/>) and a bibliography.

Grading & Evaluation

General rubric and criteria for grading in the course

A Reserved for excellence. The assignment, paper, exam, class participation, etc., demonstrates all the qualities of a B and demonstrates originality or complexity in thinking.

B Assignments, exams, and papers fulfill all the requirements of the assignment and demonstrate strong competency in the course material. Essay exams and papers also demonstrate critical, analytical thinking about the material in the course, and provide a clear argument and thesis (where required) with documentation. (Essays and papers are neither simple summaries of the readings/films/etc. nor personal reflection ungrounded in the course material.) Typed assignments are well proof-read, with clear prose and accurate grammar. Participation and Reading Responses demonstrate preparation and critical thinking about the material. For class participation, students provide quality questions and comments AND listen and respond where appropriate to the professor and fellow students.

C Assignments, exams, papers, participation, and Reading Responses demonstrate preparation and competency in the course material but are deficient in one of the key elements of B quality assignments, etc.

D Shows little competency in the subject or is missing more than one key element of B quality assignments, etc.

F Demonstrates little to no competency in the subject matter and/or is missing several elements of B quality assignments, etc.

See specific course assignments for more information on the evaluation of each assignment.

Policy on Make-ups, Extensions, and Late Assignments

Blog posts other assignments submitted late will be penalized one letter grade per 24-hour period late. (E.g., an “A” quality paper that was due Wednesday in class but was submitted on Thursday at 9 am will receive an B; if submitted at 5 pm Thursday, it will receive a C.)

Students who miss an in-class exam or other graded in-class assignment will receive a zero.

Extensions on assignments and rescheduling in-class presentations/discussion facilitations will be provided only in emergencies (e.g., death in the immediate family, severe illness, etc.) or unavoidable conflicts with another required university commitment (such as an athletic competition) with advance notice. Students with an emergency should contact the professor to make alternative arrangements immediately.

Percentage to Letter Grade Conversion

93-100 A

90-92.9 A-

87-89.9 B+

83-86.9 B

80-82.9 B-

77-79.9 C+

73-76.9 C

70-72.9 C-

67-69.9 D+

60-66.9 D

0-59.9 F

Final Course Grades

Quality class participation and attendance 17.5%

Reading Quizzes 12.5%

Paper 1 18.75%

Paper 2 18.75%

Digital Tutorials 10%

Final Group Project 22.5%

Academic Integrity

Dr. S on cheating and the honor code

I take academic integrity very seriously. As your professor, I pledge to be honest with you, and I hope that you will do the same for me as well as your peers.

Students are expected to understand and follow the University's Honor Code. For this course, academic dishonesty includes any violations covered by the Honor Code (including but not limited to cheating, plagiarism, and lying to receive a higher grade), as well as submitting one's own prior work for a new assignment—prior work from this course or another course, and prior work in whole or in part. (Specifically assigned revisions to writing assignments are exempt.) We will discuss plagiarism and citations in class. I encourage any student with questions about academic integrity, plagiarism, or the Honor Code to ask me for clarifications.

Any alleged or suspected violations will be referred to the Office of Judicial Affairs. All students who violate the Honor Code will receive a minimum penalty of a zero for the assignment or exam; a serious violation will merit failure of the course.

Please visit <http://www.carrieschroeder.com/integrity.html> for tips on avoiding plagiarism and more information on my expectations for academic integrity.

What the University has to say about the Honor Code

The Honor Code at the University of the Pacific calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. Students are expected to:

- act honestly in all matters
- actively encourage academic integrity
- discourage any form of cheating or dishonesty by others
- inform the instructor and appropriate university administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Academic Honesty Policy has occurred.

Violations will be referred to and investigated by the Office of Student Conduct and Community Standards. If a student is found responsible, it will be documented as part of her or his permanent academic record. A student may receive a range of penalties, including failure of an assignment, failure of the course, suspension, or dismissal from the University. The Academic Honesty Policy is located in Tiger Lore and online at <http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-.html> (<http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-.html>)

Our Inclusive Classroom

We have a diverse classroom with students from many places who identify with a variety of racial and ethnic backgrounds. We profess myriad religious traditions and in many of us profess none. This class is a space to explore material that will challenge all of us (including me!) in different ways.

It is important to me that this class becomes an inclusive environment in which our diverse community can learn and grow.

- I understand this material will challenge you intellectually and possibly personally. I am committed to working with you on these challenges.
- This class is not a place in which to try to convince each other to hold our own religious beliefs.
- ****insert preferred pronoun language****
- Derogatory comments based on race, gender, religion, ability, and sexual orientation prevent us all from learning from the material and from each other. They have no place in our learning community.
- Students come to Pacific with a wide range of learning abilities, and I am committed to working with everyone to succeed.

If you are a student with a disability who requires accommodations, please contact the Director of the Office of Services for Students with Disabilities (SSD) for information on how to obtain an Accommodations Request Letter. To ensure timeliness of services, please obtain the accommodation letter(s) from the Office of SSD at the very beginning of the semester. Depending on course and session, the wait time may be as long as 1-2 weeks or as short as 1-2 days. After I receive the accommodation letter, please schedule a meeting with me during office hours or some other mutually convenient time to arrange the accommodation(s). The Office of Services for Students with Disabilities is located in the McCaffrey Center, Rm. 137. Phone: 209-946-3221. Email: ssd@pacific.edu. Online: www.pacific.edu/disabilities Pacific's 3-Step Accommodation Process: 1. Student meets with the SSD Director and provides documentation and completes registration forms. 2. Student requests accommodation(s) each semester by completing the Request for Accommodations Form. 3. Student arranges to meet with his/her professors to discuss the accommodation(s) and to sign the Accommodation Request Letter

Resources

The most important resources for the course (also available on the drop-down menu under Resources on the course site) are:

- The Canvas (<http://canvas.pacific.edu>) site, which will have announcements, assignments, and additional resources
- The course website at pharaohs16.carrieschroeder.net (<http://pharaohs16.carrieschroeder.net>)
- The University Writing Center (website at pacificwritingcenter.weebly.com) (<http://pacificwritingcenter.weebly.com>)
- The Office of Services for Students with Disabilities in the McCaffrey Center, Rm. 137. Phone: 209-946-3221. Email: ssd@pacific.edu. Online: www.pacific.edu/disabilities (<http://www.pacific.edu/disabilities>)
- Me! In office hours
- Dropbox at www.dropbox.com (<http://www.dropbox.com>). Save copies your blog post drafts, class notes, etc., here so you don't lose them if your computer crashes!!! Backup early, backup often, backup easily.
- Museum websites such as the British Museum, British Library, Metropolitan Museum, Louvre, Getty Museum, etc.

I strongly caution against using non-academic websites to find background information.

- Purdue University Online Writing Lab (<https://owl.english.purdue.edu/owl/>) website. My favorite parts of the site are:
 - APA, MLA, and Chicago citation format guides (<https://owl.english.purdue.edu/owl/section/2/>)
 - Resource on developing concise writing (<https://owl.english.purdue.edu/owl/resource/572/01/>) (and avoiding wordiness and repetition), including awesome exercises called the “Paramedic Method” (<https://owl.english.purdue.edu/owl/resource/635/01/>) to give your wording writing some first aid to make it more concise!
 - Resource on improving sentence clarity (<https://owl.english.purdue.edu/owl/resource/600/01/>).



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