

Early Christianity

RELI 2220 (Fall 2018)

Religion

College of the Humanities

Wed + Fri 2:30-14:00 pm; Room UC 280

Professor Z.A. Crook

Paterson Hall 2a43

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Office Hours: Wednesdays 12:30-1:30pm + Thursdays 4-5pm

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“I would rather have questions that can't be answered
than answers that can't be questioned.”

Richard Feynman

Course Objective: This course introduces you to some of the historical methods used by academics in the study of Christian origins and the writings of the New Testament. These methods, and their results, will be illustrated by focusing on selected kinds of writing that appear in the New Testament. In all, we seek not only to understand the writings of the New Testament, but also to understand what social, historical, cultural, and communal forces created them. The approach of this course is entirely historical and never faith-based. The Truth, divine inspiration, or inerrancy of the writings is never considered as a possibility and in no way governs how we approach them; rather the writings are approached in the same spirit as one would approach other ancient writings – Homer, Aristotle, the Epic of Gilgamesh. These too were once religious texts for people, but we do not simply accept their truth claims because of that.

My Commitments to You (aka: if I'm not doing these, things, I'm not doing my job as a professor)

1. To represent the non-controversial, consensus results of 150 years of academic and historical work on the New Testament and Christian Origins, and the sorts of questions academics ask of the New Testament.
2. To guide you through the material and through the implications of academic work on the New Testament, either by way of my lectures, through questions and discussions in class, or by way of office

visits and conversations. My job here is NOT to defend the academic study of the New Testament in the face of approaches you might prefer.

Your Commitments to Me (aka: if you're not doing these things, you're not doing your job as a student)

1. Although you may not yet be in a position to understand why I draw the conclusion I do on every matter we will encounter, you will be open to this intellectual adventure. You always retain the right to challenge me, but will do so on the basis of the academic methods to which we are aspiring in this class, and not through appeals to religious authority, family or church teachings, or personal religious convictions/opinions/commitments/experiences. You are open to learning new things, even if they pose a challenge to positions you have long held.

2. You understand that your writing skills should be up to university standards. You should be able to write grammatically correct English sentences and paragraphs in structured papers. If written expression is a difficult area for you, you should do whatever is necessary to bring your writing up to university standards (such as visit a writing tutor).

Learning Objectives

By the end of the course, students should be able:

- to demonstrate their knowledge of the field of New Testament Studies, including this history of the text itself, the social and historical setting of the earliest Christ-followers;
- to approach the New Testament like scholars, showing they understand the jargon and categories that scholars work with;
- to speak in a nuanced manner about religion as a human, that is social, historical, and cultural phenomenon.

Course Evaluation

Assigned-Reading Quizzes – 15% + potential bonuses

Map Quiz – 10% (Sept 21)

Midterm – 15% (Oct 31)

Research Report – 20% (5 pages, Nov 14)

Translation Comparison – 10% (2 pages, Nov 28) (see cuLearn for PDF)

SCAS Learning Support Workshops Incentive Program – 5% (by Dec 7)

Final Exam – 25% (3 hours)

Texts

Bart D. Ehrman, *The New Testament: A Historical Introduction to the Early Christian Writings*, 2015 (6th edition).

Harper Collins Study Bible New Revised Standard Version with Apocryphal / Deuterocanonical Books

On-line material available on cuLearn

- **Warning:** if you are looking for 2nd hand versions of Ehrman, beware that there are many editions of this book now, and that the 6th edition is markedly different from the 5th, which was markedly different from the 4th. Make sure to buy the 6th edition for this course.

Weekly Lecture Outline and Required Readings

Sept 5	Introduction (Ehrman Chapter 1)
Sept 7	Diaspora Judaism (Ehrman Chapter 3)
Sept 12	Ancient Judaism (<u>Ehrman Chapter 4</u>)
Sept 14	The Manuscripts of the New Testament
Sept 19	Textual Criticism (<u>Ehrman Chapter 2</u>)
Sept 21	Map quiz Social World (Honor and Shame, Patronage) (no reading)
Sept 26	Gospel Genre and Transmission of Material (<u>Ehrman Chapter 5-6</u>)
Sept 28	Markan Themes, Issues, and Ending (Gospel of Mark + Ehrman Chapter 7)
Oct 3	Synoptic Problem Work Group (see cuLearn PDF)
Oct 5	Synoptic Problem (<u>Ehrman Chapter 8</u>)
Oct 10	Editing Mark (Ehrman Chapter 9)
Oct 12	Matthean Themes and Issues (Gospel of Matthew)
Oct 17	Chicago Manual of Style Workshop – Mandatory Attendance
Oct 19	As if anyone is going to attend a class that ends at 4pm on the Friday before Fall Break
Oct 24	Fall Break (no class)
Oct 26	Fall Break (no class)
Oct 31	Midterm Exam No additional lecture
Nov 2	History of the Quest for the Historical Jesus (<u>Ehrman Chapter 14-15</u>)

Nov 7	Jesus as the Fulfillment of Scripture Work Group (see cuLearn PDF)
Nov 9	Life of Paul (<u>Ehrman Chapter 20</u>)
Nov 14	Research Reports Due Ancient Letter Writers (no reading)
Nov 16	No Class (Conference)
Nov 22	1 Corinthians (Ehrman pp. 369-79 + 1 Corinthians)
Nov 23	Paul and His Opponents (Ehrman pp. 383-92 + Galatians)
Nov 28	Translation Comparison Due Pseudepigraphy (<u>Ehrman Chapter 25</u>)
Nov 30	Apocalyptic Literature (Ehrman Chapter 30 + Revelation)
Dec 5	Review Day

Email Communication

- Carleton's Connect Mail is the official mode of email communication for all matters having to do with the university and with this course. All communications sent by Connect are official, and you are expected to get them. It is not an option to claim you did not get some announcement or request because you have another email address. You can configure your Connect account to forward university emails to another address, but you must be reachable through your connect account.

Assigned-Reading Quizzes (together the quizzes are worth 15% of the course mark + potential bonuses)

- cuLearn, multiple-choice, open-book quizzes on selected chapters (double-underlined above and listed in CULearn)
- There are 7 quizzes in all, the best 5 count, 3% each = 15% total.
- Quizzes will be available for three days prior to the relevant lecture, and will close 60 mins before that lecture.
- You have three hours to complete the 15 questions once you open the quiz.
 - Bonus Opportunity 1*: if you score 11/15 or better on all 7 quizzes, 2% will be added to your final mark in the course.
 - Bonus Opportunity 2*: if you score 15/15 on all 7 quizzes, 5% will be added to your final mark in the course.
- So many quizzes looks like a lot of work, but these are intended as easy and more or less free marks to encourage you (and reward you) for doing the assigned readings.

Map Quiz (10%; Sep 21)

- Quiz takes place from 2:35-3:20pm in class time. Quiz ends at 3:20 sharp, even if you are late to

class.

- You will be provided with maps to study from and on which you will be tested. Study- and exam-maps will be identical.
- The quiz will involve two types of questions – you will be asked to identify items that I have marked the map (i.e., identify what a, D, P, 2, and 8, etc. refer to on the map); you will also be asked to mark certain items on the map (i.e., place Qumran and the Sea of Galilee on the map).
- A short lecture will occur after the quiz.

Midterm (15%; Oct 31)

- On the midterm there will be 10 short-answer definition questions. It runs from 2:35-3:35pm.
- These questions will appear in the form of terms or names, which you will define as fully as possible. These questions will be marked out of 5, and should take no more than 4-5 minutes to answer.
- Your answers will be high quality if they are detailed and accurate, and if you can show why the term is important in the context of this course, or why, in other words, the term appeared on the quiz at all.
- I will go over examples of good and poor answers in class before the midterm.

Work Groups

- In cu-Learn there are PDFs of the exercises to be done. Print them, follow the instructions, complete them before class. Bring it to class for discussion and awesome good times.

Research Report (20%; due Nov 14)

Topics

Pharisees	Caesarea Maritima	Dining
Sadducees	Sepphoris	Honour and Shame
Zealots/Sicarii	Philippi	Kinship/Family
Messiah	Ephesus	Fictive Kinship
Son of Man	Thessalonica	Patron-Client Relations
Son of God	Alexandria	The Cynics
Honi the Circle Drawer	Galatia	Emperor Cult
Hanina ben Dosa	Qumran	Mystery Religions
Apollonius of Tyana	Banditry	Sacrifice
Pontius Pilate	Taxation	Voluntary Associations
Flavius Josephus	Literacy	Synagogues
Philo of Alexandria	Orality	Pseudepigrapha
James the Brother of Jesus	Social Memory Theory	Apocrypha
Parables	Sickness, Disease, Healing	Women in Antiquity
Herod the Great	Magic	“Homosexuality”
Corinth	Purity	Slavery
Thessalonica	Poverty and Wealth	Masculinity
Rome		

Course Paper Submission

- Essays must be **submitted in two forms**: electronic and paper.
- Electronic submission happens by email; I will reply telling you I received it. If you do not hear back from me within a few hours, it's because I did not receive your paper, and you need to be concerned about that. Try again.
- Electronic submission is strictly procedural; the electronic copy is NOT marked.
- **ONLY** the paper version of your essay is marked and returned to you with comments and grade.
- However, the paper version will not be marked until the electronic version has been received. Both are due on the due date. Therefore, if I have the paper version of your essay on the due-date (because you handed it in at class), but your electronic version doesn't arrive that day, then the paper will be considered late. Late penalties will accrue until I have both copies.
- The electronic version and the paper version must be identical.
- Please name your file: 2220Lastname (e.g., 2220Crook).

How to write the paper

- This is a background report on some topic that helps us to understand earliest Christianity, but it will make your paper stronger if you can tie your topic to specific passages in the New Testament, or to specific people who appear there. In other words, being able to illustrate why your topic is interesting in the context of a course in Christian Origins or New Testament Studies will make your paper stronger and more interesting.
- This paper is historical and not theological. You cannot write this paper from the perspective of a modern Christian, but rather must treat your topic in the context of the ancient world before there was anything called Christianity (~ the end of the 1st century CE). It might help you, if you are Christian, to write the paper as if you are not a Christian in order to save yourself from presupposing positions of Christian faith that will undermine your attempt to understand these topics historically. This is a common practice among scholars of all religions who are also followers of that religion – it is called “bracketing” religious faith: acknowledging that one's faith can govern one's view of history, and acknowledging that this does not result in a proper historical investigation.
- You must use and consult at least 6 sources for this paper, not including the textbook or Bible.
- You may not, under any circumstances, use material from the WWW. Full text articles accessed through the library web-site do not count as WWW material, and are fine to use.
- For almost any topic, start with the Anchor Bible Dictionary (a 6 volume encyclopedia with introductory essays and good bibliographies on myriad topics) – BS 440 .A54 Ref.
- Learn to use the ATLA Religion Database (available on the Carleton Library Website: go to <Online Resources>, then choose <Journal Article and Other Databases>, then under Subject choose <Religion>). The librarians can help get you started. This is a search-engine that allows you to find articles and essays in religion and theology.
- Get started on your paper early. Carleton Library does not have a large collection for Biblical Studies; expect to have to use Interlibrary Loan, or to go to St. Paul's (223 Main Street). If you leave your research to the last minute, you may find items taken out already and you may not be able to get them in time. This will reflect in your mark, since it will affect the quality of your research. St. Paul's is a non-circulating library, which means nothing can be signed out; but Carleton Students are allowed to use the library. Students who come to my office at least once to talk about their papers as they're writing them always do better than they do alone.

- All written assignments must be double spaced (not 1 or 1.5), must have default margins (usually 2.5cm), must not appear in a font size smaller than 12 point, and must include page numbers. The absence or manipulation of any of these things will result in a lower mark.
- All citations, notes, and bibliographies must be carried out according to the Chicago Manual of Style. We have electronic access to the whole work through the library, but there is also this short guide on-line: http://www.chicagomanualofstyle.org/tools_citationguide.html. NB: There are two Chicago systems: be sure to follow the conventions for “Notes and Bibliography” not “Author-Date”. Your ability to reproduce this proper style will factor into your paper grade.
- Papers that venture too far from these requirements and limits may be returned ungraded for resubmission (and late penalties will accrue retroactively from the due date).
- Late Penalties: Written assignments are due on the specified date. There will be a penalty of 2% per day (including weekends) until the penalty reaches 100%. Extensions will only be granted for personal medical and family emergencies (for which documentation must be provided); extensions are not granted because of essay conflicts, work schedules, or the like. Late papers must be placed in the Religion and Classics Drop Box (beside the door of 2a39 Paterson Hall). Do not slip papers under my door; do not hand them to anyone else.
- All papers will be returned at the final exam, but your mark for the paper will be posted in cuLearn before the final exam.
- Proofread your work several times carefully before handing it in, or ask someone whose writing skills are strong do it. Needless and countless errors of spelling, grammar, and syntax are a serious impediment to effective writing and communication, and these will affect your grade.
- Retain Copies of Work Submitted: It is crucial that you retain a hard copy of all assignments/take home tests submitted in every course. Also remember to do a computer/disk back-up frequently.

Translation Comparison (10%; Nov 28)

- Find the PDF in cuLearn. Choose a passage, follow the instructions, and write a two page double-spaced response (10%). This is not a workshop. Paper submission is due at the start of class. No emailed submissions allowed or required.
- Do not include the passage in your report, just your response to it. I will refer to the sheet of passages if I need to.

CSAS Learning Support Workshops (5%; by Dec 7)

- This course is registered with the SCAS learning support workshops Incentive Program.
- If you do three workshops (chosen from the list below) you will receive 5/5. No credit will be given for doing only 1 or 2 of them.
 - Academic Integrity
 - Academic Reading
 - Essay Writing
 - Memory & Concentration
 - Note-taking
 - Research Skills
 - Strategies for Proofreading
 - Test & Exam Preparation (NB: this is the only workshop scheduled for Dec 7)
- Please don't leave them to the last minute, and be aware there are rules for attendance. The deadline to complete the workshops is December 7. You might want to familiarize yourself with the program: <https://carleton.ca/csas/incentive-program/>. In addition, you can find an information

document from them in cuLearn (e.g., start/end date, how to..., contact). I do not run this program, so if you have any questions about it, please ask them. They're there to help you.

- If you have already done all or most of the workshops listed above for other classes, you have two options: 1) you are allowed to repeat them. There can be benefit in repetition. 2) However, if you do not want repetition, and there are other workshops you're interested in, please let me know. I will ask for a screenshot of the workshops you have attended. Ask me for instructions on how to do this if you needed them.

Final Exam (25%; December exam period)

- Final exam will be 3 hours in length
- Date, Time, and Location set by Exam Services. **Do not book travel** for December until you have seen the exam schedule.
- The final exam will involve a selection of short-answer questions (like the midterm), passage identifications, and long-answer questions. The precise layout of the exam will be made clear to the class well before the final exam.



University Regulations for All Humanities Courses

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Academic Integrity at Carleton

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet. More information can be found [here](#).

Academic Accommodation Policy

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Religious obligation: write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at

613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion is below. Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

[Grading System](#)

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or

distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Statement on Class Conduct

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and **in all cases this must occur no later than three (3.0) working days after the term work was due.**

The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. More information is available [in the calendar](#).

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made. [More information.](#)

The application for a [deferral](#) must:

1. be made in writing or online to the Registrar's Office no later than **three working days** after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [forms and fees page](#).

Any questions related to deferring a Final Exam or Final Assignment/Take Home Examination should be directed to the [Registrar's Office](#).

Withdrawal From Courses

Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found [here](#):

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend – you must withdraw in Carleton Central within the published deadlines to cancel your registration. [More information](#)

Department Contact Information

College of the Humanities 300 Paterson Hall (613)520-2809

CollegeOfHumanities@cunet.carleton.ca

Drop box for CLCV, HUMS LATN GREK Term Papers and assignments is outside 300 P.A.

Greek and Roman Studies 300 Paterson Hall (613)520-2809

GreekAndRomanStudies@cunet.carleton.ca

Drop Box is outside of 300 P.A.

Religion 2A39 Paterson Hall (613)520-2100

Religion@cunet.carleton.ca

Drop box for RELI and SAST Term Papers and assignments is outside of 2A39 P.A.

Registrar's Office 300 Tory (613)520-3500

<https://carleton.ca/registrar/>

Student Resources on Campus

[CUKnowHow Website](#)

[Academics: From registration to graduation, the tools for your success.](#)