



**CAROLINA**  
UNIVERSITY

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## **Church History I**

### **HIS 500 (60)**

### **Fall 2024 (Session I) Online Syllabus**

#### **PROFESSOR: Dr. Paul Hartog**

Office Location: Online

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#### **Carolina University Mission Statement**

Carolina University is a Christ-centered University committed to educating aspiring leaders worldwide through exceptional teaching, scholarly research, creative innovation, and professional collaboration.

#### **Course Information**

##### **Course Prerequisites**

None

##### **Course Description**

A survey of the major developments in churches from apostolic times through the Medieval Period. This course gives special attention to documents of pivotal interest to those developments, and it considers the drifts from biblical simplicity and the separatist groups who tried to restore it.

##### **Course Delivery and Methods**

The learning process will include lecture materials, discussion forums with peer interaction, a biographical essay / assessment, research paper writing, bi-weekly quizzes, and a final exam.



## Objectives (Course Learning Outcomes)

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

- (1) Identify the major movements, ideas, and individuals of this period who have shaped ecclesiastical history, as manifested in the quiz and exam assessments and in the biographical essay.
- (2) Analyze course learning materials (textbook readings, lectures, audiovisual supplements), as manifested in the discussion forums.
- (3) Examine how cultural, sociological, and philosophical issues have influenced ecclesiastical history, as manifested in the discussion forums.
- (4) Evaluate a major figure of this period, as manifested in the biographical paper.
- (5) Analyze theological development (as well as drift) through the early centuries, as manifested by the research paper.
- (6) Develop a persuasive argument, as manifested in the research paper

## Course Resources

### Required Texts:

González, Justo L. *The Story of Christianity*, volume 1: *The Early Church to the Dawn of the Reformation*. Second edition, revised and updated. New York: HarperOne (HarperCollins), 2010. ISBN: 978-0061855887. *Very important: please make sure to purchase the second edition (2010)—the “revised and updated” edition (of volume 1).* Kindle version available, if desired: [https://www.amazon.com/Story-Christianity-Early-Church-Reformation-ebook/dp/B00J0GB2DU/ref=sr\\_1\\_1?dchild=1&keywords=978-0061855887&qid=1629028024&s=digital-text&sr=1-1](https://www.amazon.com/Story-Christianity-Early-Church-Reformation-ebook/dp/B00J0GB2DU/ref=sr_1_1?dchild=1&keywords=978-0061855887&qid=1629028024&s=digital-text&sr=1-1)

Hill, Jonathan. *The History of Christian Thought: The Fascinating Story of the Great Christian Thinkers and How They Shaped the World as We Know It Today*. Downers Grove: InterVarsity Press, 2007. ISBN: 978-0830828456 (paperback); 978-0830827763 (hardback). Kindle version available, if desired: [https://www.amazon.com/History-Christian-Thought-Jonathan-Hill-ebook/dp/B00AEOJQ3Y/ref=sr\\_1\\_3?dchild=1&keywords=jonathan+hill+history+of+christian+thought&qid=1629028229&s=digital-text&sr=1-3](https://www.amazon.com/History-Christian-Thought-Jonathan-Hill-ebook/dp/B00AEOJQ3Y/ref=sr_1_3?dchild=1&keywords=jonathan+hill+history+of+christian+thought&qid=1629028229&s=digital-text&sr=1-3)

### Required Resources:

PDF lecture notes (made available through the Jenzabar eLearning weekly assignments folders);  
Supplemental weekly videos (linked into the Jenzabar eLearning weekly assignments folders)

Other class materials (as provided through the weekly assignments folders)



### Recommended Resources:

Not applicable

## Course Requirements and Assignments

All times in this syllabus are EST (Eastern Standard Time). Because of an anomaly in Jenzabar eLearning, assignments due by “midnight” are due by 11:55 pm EST on the given day.

- (1) Lecture Materials: Students are required to read/study each week’s PDF lecture materials, as prepared by the instructor. *The PDFs of my own lecture materials will form the basis of the quizzes and exam.*
- (2) Text Readings: Students are to read the assigned González and Hill (or required substitute) readings by the weekly scheduled dates. Please note that the discussion forum questions normally interact with the readings or video materials for the week.
- (3) Videos: Students are to watch the assigned videos by the weekly scheduled dates. *The course site in Jenzabar eLearning will have two videos linked in for each week. Students should log into ProctorFree prior to watching each video, for the sake of recording attendance.* Each of the two videos is about 30 minutes (half an hour) long. Students should watch attentively, but note-taking is not required. Students should not watch these video at any speed above 1.25x (and preferably at 1.0x). They should feel free to skip any advertisements that come up. Students are required to submit completion statements each week (due midnight Monday at the end of assignment weeks).  
ProctorFree Support is available at [support.proctorfree.com](http://support.proctorfree.com) if you run into any issues. After logging into ProctorFree, select the desired video prior to watching it.
- (4) Quizzes: A quiz will be given at the end of weeks two, four, and six. Each of the three quizzes will be available in Jenzabar eLearning and must be completed by Monday at midnight at the end of the assigned week. Each quiz will cover the PDF lecture materials source of the previous two lectures. No books, notes, materials, personal help, internet searching, or any other form of assistance are allowed whatsoever. Quizzes are timed and must be completed in one sitting. In order to retain quiz integrity, students must log into ProctorFree and select the quiz before proceeding to take it. Failure to do so will be considered an academic compromise of the quiz. ProctorFree Support is available at [support.proctorfree.com](http://support.proctorfree.com) if you run into any issues. After logging into ProctorFree, select the appropriate quiz prior to taking it.
- (5) Discussion Forums: Students are to participate in the weekly online forums in a way that exhibits both a grasp of the material and/or question at hand as well as an informed opinion. Each week, a discussion question (or questions) will be assigned on the Discussion Forum, related to the readings or video materials. Each student is expected to make a (1) thoughtful, (2) accurate, (3) well-written (mechanics), (4) lucid (clear), and (5) comprehensive initial post



by *Thursday* at midnight. The student's initial post will be scored according to these criteria. Each student should then respond to at least two other students' original posts by midnight *Monday* at the end of the assignment week, thus encouraging discussion and *meaningful* interaction. Because the goal is discussion among class members, late posts (whether original posts or secondary responses) cannot receive full credit (10% deduction). Even in Discussion Forum posts, the sources of quotations and citations (if employed) should be duly credited (which can be done in-text in the post).

- (6) Biographical Essay: This project is due at the end of Week 5, using the appropriate submission capability within the Week 5 Assignments folder. By reading primary source material and secondary material (including full-text academic articles), each student will compose a short (three to four pages) biographical essay of an important figure from Patristic or Medieval church history. This biographical essay can be completed on any relevant figure of the student's own choice. The text of the essay (beyond the title page and bibliography) should be at least three *full* pages but no more than four pages. A title page should be attached, which does *not* count toward the page-length minimum/ maximum above. A short bibliography should come afterward (also not a part of the content page count). It should include at least five published sources (not simply internet webpages) beyond the textbooks. The text of the paper should be double-spaced. The footnotes, bibliography, and other facets should be formatted according to Turabian style.
- (7) Final Examination: A cumulative final exam will be given for this three-credit-hour course, *covering all seven PDF class lectures*. Only an overview (not detailed) study guide framework will be provided (primarily for the purpose of listing the specific dates to know). This examination will be available in Jenzabar eLearning and must be completed by midnight Monday at the end of the final week of class. No books, notes, materials, personal help, internet searching, or any other form of assistance are allowed whatsoever. The Final Examination is timed and must be completed in one sitting. In order to retain exam integrity, students must log into ProctorFree and select the Final Exam before proceeding to take the exam. Failure to do so will be considered an academic compromise of the exam. ProctorFree Support is available at [support.proctorfree.com](http://support.proctorfree.com) if you run into any issues. After logging into ProctorFree, select the Final Exam prior to taking it.
- (8) Research Paper: *See the research paper full instructions attached at the end of this syllabus as "Appendix A."* This research paper must be submitted by midnight Monday at the end of the final week of class (as in the syllabus below) using the applicable submission capability within the Week 7 Assignments folder.
- (9) Supplemental readings: The final research paper must manifest graduate-level research. Therefore, each student is expected to interact with extensive supplemental reading (*both* books *and* academic articles) in conjunction with the satisfactory completion of his or her research paper.



## Course Schedule

- A. Week 1 (August 26 – September 2): Early Growth of Christianity
  1. Attendance:
    - A. By midnight Thursday, after logging into ProctorFree, watch the Week 1A Video.
    - B. By midnight Monday, after logging into ProctorFree, watch the Week 1B Video. (These videos will be available as URL links in the Weekly Assignments folder.)
  2. Lecture Notes: Study the PDF notes of Lecture 1. (This lecture will be available in the Weekly Assignments folder.)
  3. Discussion Forum: Place a relevant post on the Discussion Forum by midnight Thursday. And interact with at least two other students' *original* posts by midnight Monday at the end of the assignment week.
  4. González Reading: Vol. 1, chapters 1, 2, 3, 4, 5, 8.
  5. Hill Reading: This week, instead of Hill, read the biblical Book of Acts (all 28 chapters).
  6. Reports Submission: By midnight Monday at the end of the assignment week, submit your (a) González reading report, (b) Acts/Hill reading report, and (c) Video-watching report.
  
- B. Week 2 (September 2 – September 9): Early Christianity and the Roman Empire
  1. Attendance:
    - A. By midnight Thursday, after logging into ProctorFree, watch the Week 2A Video.
    - B. By midnight Monday, after logging into ProctorFree, watch the Week 2B Video. (These videos will be available as URL links in the Weekly Assignments folder.)
  2. Lecture Notes: Study the PDF notes of Lecture 2. (This lecture will be available in the Weekly Assignments folder.)
  3. Discussion Forum: Place a relevant post on the Discussion Forum by midnight Thursday. And interact with at least two other students' *original* posts by midnight Monday at the end of the assignment week.
  4. González Reading: Vol. 1, chapters 6, 7, 9, 10, 11, 12.
  5. Hill Reading: Pages 9-39.
  6. Reports Submission: By midnight Monday at the end of the assignment week, submit your (a) González reading report, (b) Hill reading report, and (c) Video-watching report.
  7. Quiz 1: Take Quiz 1 by midnight Monday at the end of the assignment week (available through the Weekly Assignments folder). Quiz 1 covers the PDF lecture notes from Lecture 1 and Lecture 2.
  
- C. Week 3 (September 9 – September 16): From Persecution to Power
  1. Attendance:
    - A. By midnight Thursday, after logging into ProctorFree, watch the Week 3A Video.



- B. By midnight Monday, after logging into ProctorFree, watch the Week 3B Video. (These videos will be available as URL links in the Weekly Assignments folder).
  2. Lecture Notes: Study the PDF notes of Lecture 3. (This lecture will be available in the Weekly Assignments folder.)
  3. Discussion Forum: Place a relevant post on the Discussion Forum by midnight Thursday. And interact with at least two other students' *original* posts by midnight Monday at the end of the assignment week.
  4. González Reading: Vol. 1, chapters 13, 14, 15, 16, 17.
  5. Hill Reading: Pages 39-69.
  6. Reports Submission: By midnight Monday at the end of the assignment week, submit your (a) González reading report, (b) Hill reading report, and (c) Video-watching report.
- D. Week 4 (September 16 – September 23): Imperial Christianity
1. Attendance:
    - A. By midnight Thursday, after logging into ProctorFree, watch the Week 4A Video.
    - B. By midnight Monday, after logging into ProctorFree, watch the Week 4B Video. (These videos will be available as URL links in the Weekly Assignments folder).
  2. Lecture Notes: Study the PDF notes of Lecture 4. (This lecture will be available in the Weekly Assignments folder.)
  3. Discussion Forum: Place a relevant post on the Discussion Forum by midnight Thursday. And interact with at least two other students' *original* posts by midnight Monday at the end of the assignment week.
  4. González Reading: Vol. 1, chapters 18, 19, 20, 21, 22, 23, 24.
  5. Hill Reading: Pages 69-99.
  5. Reports Submission: By midnight Monday at the end of the assignment week, submit your (a) González reading report, (b) Hill/Vedder reading report, and (c) Video-watching report.
  6. Quiz 2: Take Quiz 2 by midnight Monday at the end of the assignment week (available through the Weekly Assignments folder). Quiz 2 covers the PDF lecture notes from Lecture 3 and Lecture 4.
- E. Week 5 (September 23 – September 30): Carolingian and Eastern Christianity
1. Attendance:
    - A. By midnight Thursday, after logging into ProctorFree, watch the Week 5A Video.
    - B. By midnight Monday, after logging into ProctorFree, watch the Week 5B Video. (These videos will be available as URL links in the Weekly Assignments folder).
  2. Lecture Notes: Study the PDF notes of Lecture 5. (This lecture will be available in the Weekly Assignments folder.)
  3. Discussion Forum: Place a relevant post on the Discussion Forum by midnight Thursday. And interact with at least two other students' *original* posts by midnight Monday at the end of the assignment week.



4. González Reading: Vol. 1, chapters 25, 26, 27, 28, 29.
  5. Hill Reading: Pages 100-123.
  6. Reports Submission: By midnight Monday at the end of the assignment week, submit your (a) González reading report, (b) Hill reading report, and (c) Video-watching report.
  7. Biographical Essay: Due by midnight, Monday at the end of the assignment week. Use the article submission capability within the Week 5 Assignments folder titled, "Biographical Essay."
- F. Week 6 (September 30 – October 7): The High Middle Ages
1. Attendance:
    - A. By midnight Thursday, after logging into ProctorFree, watch the Week 6A Video.
    - B. By midnight Monday, after logging into ProctorFree, watch the Week 6B Video. (These videos will be available as URL links in the Weekly Assignments folder).
  2. Lecture Notes: Study the PDF notes of Lecture 6. (This lecture will be available in the Weekly Assignments folder.)
  3. Discussion Forum: Place a relevant post on the Discussion Forum by midnight Thursday. And interact with at least two other students' *original* posts by midnight Monday at the end of the assignment week.
  4. González Reading: Vol. 1, chapters 30, 31, 32, 33.
  5. Hill Reading: Pages 124-161.
  6. Reports Submission: By midnight Monday at the end of the assignment week, submit your (a) González reading report, (b) Hill/supplemental reading report, and (c) Video-watching report.
  7. Quiz 3: Take Quiz 3 by midnight Monday at the end of the assignment week (available through the Weekly Assignments folder). Quiz 3 covers the PDF lecture notes from Lecture 5 and Lecture 6.
- G. Week 7 (October 7 – October 14): The Late Middle Ages and Pre-Reformation
1. Attendance:
    - A. By midnight Thursday, after logging into ProctorFree, watch the Week 7A Video.
    - B. By midnight Monday, after logging into ProctorFree, watch the Week 7B Video. (These videos will be available as URL links in the Weekly Assignments folder).
  2. Lecture Notes: Study the PDF notes of Lecture 7. (This lecture will be available in the Weekly Assignments folder.)
  3. Discussion Forum: Place a relevant post on the Discussion Forum by midnight Thursday. And interact with at least two other students' *original* posts by midnight Monday at the end of the assignment week.
  4. González Reading: Vol. 1, chapters 34, 35, 36, 37, 38.
  5. Hill Reading: Pages 161-177.
  6. Reports Submission: By midnight Monday at the end of the assignment week, submit your (a) González reading report, (b) Hill reading report, and (c) Video-watching report.



- Final Exam: After logging into ProctorFree, take the Final Exam by midnight Monday, the last day of class (available through the Weekly Assignments folder). The Final Exam covers all the PDF lecture notes from Lecture 1 through Lecture 7.

## Course Specific Policies

Because peer interaction is integral to the discussion forums, assigned posts and required responses must be completed on time for full credit. As explained above, discussion forum interactions must be posted on time to avoid 10% late deductions. The quizzes and exam cannot be taken late except in cases of extreme emergency or prior permission. In the cases of the biographical paper and the research paper, the grade will be reduced 5% every day late.

### Use of Artificial Intelligence

The use of generative AI tools is permitted in this class for the following activities:

- Brainstorming and refining ideas
- Fine-tuning research questions
- Finding information on a topic
- Drafting an outline
- Checking grammar and style
- AI-specific assignments (per the provided instructions)

The use of generative AI tools is not permitted for the following activities:

- Impersonation in classroom context (e.g. composing discussion board posts)
- Completing group work
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

## Course Grading

Assignment Type	Weight (points or percentage)
Gonzalez Readings	7%
Hill (and Supplemental) Readings	7%
Videos	7%
Discussion Forums	14%
Biographical Essay	7%
Quizzes	12%
Final Examination	26%
Research Paper	20%
<b>TOTAL</b>	<b>100%</b>



## Course Assessment Mapping

Assessment	Objective(s) Met
Exam	1
Quizzes	1
Discussion Forum	2, 3
Biographical Essay	4
Research Paper	5, 6

## University Policies

### Late Assignment Policy

- Students are expected to inform professors prior to a scheduled absence and understand work may be made up at the professor's discretion to ensure full credit.
- Upon an unexpected absence from class, the student should contact the professor immediately to discuss make-up work and submit such work in a timely manner.
- Students should not wait until the end of the session to deal with concerns about absences.

### Grading Scale

Grade	Point Value	Range
		Undergraduate
A	4	94-100
A-	3.7	90-93
B+	3.3	87-89
B	3	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2	73-76
C-	1.7	70-72
		Graduate
		96-100
		93-95
		90-92
		87-89
		85-86
		82-84
		79-81
		77-78



D+	1.3	67-69	74-76
D	1	60-66	70-73
F	0	<60	<70

## Instructor Student Interaction & Communication

- Please use email whenever possible.
- Throughout an active course, faculty should respond to all emails and voicemail messages within 24 hours.
- Grading of assignments is to be done within 3 days for regular assignments (this includes attendance) and 7 days for larger assignments.
- Some assignments may require additional time to grade due to the length of the project and the directive to provide substantive feedback that will assist you throughout the learning process. In cases where the assignment is not returned with feedback within the stated period, refer to communication from your professor to facilitate expectations on subsequent assignments. Students are not expected to apply adjustments on subsequent assignments in advance of returned grading and feedback.

All CU faculty and students are provided with means of electronic communication (e.g. email, video conferencing, chat features, discussion boards, etc.) All employees and students are required to use official university electronic accounts for official university correspondence. This policy is meant to include both synchronous and asynchronous communication. *Faculty and staff are not obligated to read, receive, or respond to communications where these guidelines are not followed.* Email must be checked regularly, especially when enrolled in an active course. Adhere to the following guidelines when communicating online with professors, university employees, and other students.

- Accounts: Only university email and related systems should be used for institutional communications. Do not use personal email or video conferencing accounts.
- Names: Refer to professors and CU employees by their last names with appropriate honorifics (e.g., “Dr.” or “Prof.”). For professors, if you cannot easily verify their degree or status, “Prof.” is most appropriate—not “Ms.” or “Mr.” *Under no circumstance should you use first names unless given explicit permission.*
- Introductions: Use subject lines appropriately and begin any course-specific email with your first and last name, the course number, and your exact section number or meeting time (e.g., “101-05,” “9 am MW,” but not “this morning”).
- Grammar and Style: All written communications must conform to standard English. Emails and discussion board posts should not resemble text message, chat, or social media posts. Use complete sentences with correct capitalization, spelling, punctuation, and grammar.
- Coordination: All members of a synchronous, online interaction should participate by the same mode of interaction when possible. For example, join video conferences with video. This is



especially true for one-on-one meetings with your professor and small group video discussions in or outside of class.

- “Class” Conduct: When participating in synchronous classes or meetings (especially when using video), conduct yourself as if in the classroom. Be on-time and mentally present. Be seated at a desk or table. Dress according to classroom standards. Do not introduce distractions into the interactions and be prepared to stay for the duration of the session per normal classroom behavior.
- Complexity: In general, asynchronous communication is appropriate for simple questions and activities. Complex questions that require more than one simple response should be addressed synchronously—during class is often best. If you are unable to ask your question during class, or it is too personal to do so, use an asynchronous method to arrange a synchronous meeting.
- Boundaries: Synchronous communication is less formal than asynchronous. However, the appropriate use of names, language, acronyms, and emojis must still conform to classroom standards. Since we do not all share the same online culture, be prepared to explain yourself if your acronym or emoji is not understood. Be polite and respectful when asking for clarification, and gracious when misunderstandings occur.

## Student Complaints

### Informal Resolution

Carolina University seeks to provide an excellent educational experience for all students. If a student wishes to make a complaint of an academic nature, in the first instance, they should seek to resolve the matter by informal discussion with the faculty member.

If the discussion is in person, it is recommended that the student follow up with an email summarizing the discussion (complaint and resolution if one is reached).

If the discussion with the faculty member does not resolve the issue, the student may also contact Dr. Jerry Hullinger, Dean, Piedmont Divinity School, at [hullingerj@carolinau.edu](mailto:hullingerj@carolinau.edu) or 1-336-714-7973

### Filing a Formal Complaint

If informal discussions do not resolve the complaint, a student may file a formal complaint. No student shall suffer retaliation or other punitive action for the sole reason of filing a complaint or participating in a related process. A student must be enrolled at the institution to file a complaint under this policy. A student may file a complaint about a matter related to teaching, learning, assessment, grading, or student performance in a course.

A student must complete and submit the Student Academic Complaint Form to the Registrar's Office no later than 7 days after the events that are alleged to have caused the complaint. Any supporting evidence must be attached to the form. A vague complaint stating unsupported allegations, obvious



falsehoods, based on differences of opinion about academic content or faculty expertise, or is unrelated to academic matters is liable to be dismissed summarily.

For the full text and a thorough explanation of the university's complaint policy, visit: <https://catalog.carolinau.edu/student-academic-complaints>

## Course Attendance and Participation

All courses follow specific attendance policies found in the [Academic Catalog](#) for that course level and format. It is the student's responsibility to be familiar with these policies and to keep track of their own attendance. Per the university attendance policy, accrued absences may contribute negatively toward a student's final grade. Attendance and participation may be used by instructors to determine a portion of a student's grade for a particular course. Whereas attendance is typically defined by statuses identifying a student's presence in a class, participation typically includes the assessment of activity within that course. In some cases, the methodology, subject matter, learning environment, or other factors may require attendance.

Faculty will take attendance during class for on-campus students and will take attendance for online students by academic engagement in a weekly discussion forum. Students should refer to the course syllabus for the course's grade weighting table and course-specific policies regarding the grade percentages attributable to each component in a course, which may include attendance and participation. It is the student's responsibility to be familiar with these policies and to keep track of their own attendance and comply with the rules.

## Disability Assistance

Carolina University welcomes students, faculty, staff and visitors with disabilities to our campus and to our programs. Our goal at CU is to ensure an accessible, inclusive welcoming learning and working environment for individuals with disabilities while complying with federal and state regulations.

Students with disabilities are encouraged to reach out to University Accessibility Services (UAS) as soon as possible to explore possible accommodations. UAS serves as a central resource on disability-related information, procedures and services for the university community and partners will work with the student and any other campus partners to identify barriers and implement plans for access. More information about UAS can be found at <https://carolinau.edu/university-accessibility-services>



## Academic Integrity and Misconduct

The Student Handbook has a detailed list of different ways students show a lack of academic integrity, including academic technology misuse, cheating, complicity, fabrication or invention, falsification, forgery, multiple submissions, plagiarism, and sabotage.

Academic integrity is the honest and responsible conduct of studies, scholarship, research, information collection, and presentation. The university expects students to submit assignments that are original to them and to properly cite and reference other peoples' ideas using the prescribed style guide. The very foundation of a good university education is academic integrity. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic careers. If a student is uncertain about an issue of academic honesty, they should consult the faculty member to resolve questions in any situation prior to the submission of the academic exercise.

Maintaining your academic integrity involves:

- Creating and expressing your own ideas in course work.
- Acknowledging all sources of information including verbal, written, digital, and graphic.
- Completing assignments independently or acknowledging collaboration.
- Attending classes, exams, and required academic events.
- Accurately reporting results when conducting your own research.
- Honesty during examinations.
- Not tampering with or misusing technology.
- Not aiding or abetting other students in violating any academic rules or policies.

Courses at Carolina University will utilize proctoring for select exams to ensure exam integrity. Per Carolina University directives, all exams that represent 25% or more of a course grade are required to be proctored. Instances of cheating or inappropriate behavior will be considered violations of the Academic Integrity policy and will result in disciplinary action.

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. All researchers are expected to acknowledge the use of another author's words by the use of quotation marks around those words in the text of a paper and by appropriate citations. Plagiarism can occur in an oral, written, or media project submitted for academic credit or for some other benefit. Examples of plagiarism include (but are not limited to), the following:

- Word-for-word copying of another person's ideas or words;
- Mosaic (interspersing of one's own words here and there while, in essence, copying another's work);
- Paraphrasing without citation (the rewriting of another's work, yet still using their fundamental idea or theory);
- Submission of another's work as one's own;



- Having another person write a paper;
- Buying or procuring a ready-made paper from a research paper “service” on the Internet or from another such service;
- Neglecting quotation marks on material that is otherwise acknowledged;
- Fabrication of references (inventing or counterfeiting sources)

## BIBLIOGRAPHY

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## APPENDIX A: RESEARCH PAPER INSTRUCTIONS

Each student is to write a research paper examining *one* of the ten topics listed at the end of these instructions. *Students must not write on a topic that they have used for any previous class assignment for any other course.* Students should communicate a specific thesis based upon sound reasoning and argumentation. If the topic is addressed in the class lectures, students should feel completely free to diverge from any position taken in those notes (or in the textbooks or other materials). The paper topic options are listed at the end of this appendix.

The paper must include between nine *full* pages and eleven pages of text, along with a title page and a select bibliography (and the paper should be paginated). Please do not go beyond eleven pages of text. The title page should include the paper title, your name, course title, and date.

According to CarolinaU policies, “The most recent edition of *A Manual for Writers of Term Papers, Thesis, and Dissertations* by Kate Turabian is the basic manual style for formal papers.” A brief introduction to Turabian bibliography and footnote style (first full reference for the first citation of a work) is available here, along with examples of subsequent short-form references used after the first citation of a work:

<https://www.chicagomanualofstyle.org/turabian/turabian-notes-and-bibliography-citation-quick-guide.html>

For the Turabian-style citation of electronic and other special sources, this link may be helpful:

<http://www.hputx.edu/academics/schools/school-of-christian-studies/writing-style-guide/>

The paper should include properly formatted footnotes and a full bibliography of all resources used in the preparation and composition of the work. The paper’s bibliography should include at least ten quality sources (with a good distribution of published books *and* academic articles). CarolinaU instructions on retrieving academic articles appear below. Students are required to use properly formatted *footnotes*. The first citation of a source must be in the long footnote form, while subsequent citations can employ the short footnote form (see Turabian style). The text should be in 12 point font, while the footnotes should be in 10 point font. The text should be double-spaced (except for properly indented block quotations), while the footnotes should be single-spaced within notes.

A graduate-level research paper must be informed, logical, and polished. The paper should begin with a short introduction and end with a concise conclusion. The engaging introduction should include a clear thesis/purpose statement, and the conclusion should succinctly summarize the argument of the paper (and be supported by the study’s evidence). The paper should fairly represent opposing viewpoints before analyzing them. The paper should critically assess the issues(s) using



cogent and well-structured argumentation. The paper's positions and insights should evidence sound historical, logical, and theological reasoning.

The paper must manifest graduate-level academic research as well as graduate-level academic writing. The paper should interact with primary source documentation (often secondary literature will lead you back to key primary sources). Another helpful source for historical theology in general is: <http://www.ccel.org>. The paper should also evidence a working knowledge of (and interact with) secondary sources related to the specific topic. These sources should include both scholarly books and scholarly articles. Be sure to consult *published* literature beyond internet webpages (a mix of *both* academic books *and* academic journal articles that deal *specifically* with the topic chosen—especially the influential, scholarly works in the field). Through e-technology, many published academic sources can be reached through the internet as well (through CarolinaU's electronic databases). Academically dubious or questionable sources should be avoided in graduate papers. Meaningful interaction with scholarship should be evident in the paper, and the footnotes should reflect ample interaction with the research materials.

The paper should manifest correct form, grammar, and spelling. Grading of the paper will be based upon structure, organization, and format; spelling, grammar, and mechanics; sufficient and proper use of primary and secondary sources (manifesting graduate-level research); and especially content and argumentation (comprehensive examination, thorough analysis, and cogent argumentation).

Full text articles are available through ATLA Religion Database, Credo Reference Academic Core, Galaxie Theological Journals, and JSTOR; dissertations and theses are available through TREN. One may link into these and other databases through CarolinaU's library webpage.

1. Login to "My CarolinaU Portal Login" using your ID.
2. Under "Quick Links," you will find a hyperlink for George M. Manuel Library
3. In the top navigation bar, choose "Resources," and then "Databases" in the pull-down menu that appears.
4. Among other links, you will find links ATLA Religion Database, Credo Reference Academic Core, Galaxie Theological Journals, and JSTOR. Any further usernames and passwords that you might need for these databases can be provided by the library.

In addition to these subscription databases, there are also links to free research tools and resources on the *Additional Resources* page of the library—<http://www.carolinau.edu/library/resources>. Students may also familiarize themselves with the use of WorldCat, which lists library holdings worldwide (and can be found at [www.worldcat.org](http://www.worldcat.org)). If students desire an interlibrary loan to their local public library, they must plan ahead. For research resource questions, contact the CarolinaU library staff at 336-725-8344, extension 7009.

Here are some tutorial pages created by EBSCOhost and JSTOR themselves:

EBSCOhost library of YouTube tutorials: <http://support.epnet.com/tutorials/ehost/>

JSTOR support: <https://guides.jstor.org/c.php?g=475564&p=3252117>



<http://about.jstor.org/content/advanced-searching-jstor>

ProQuest YouTube overview: <https://www.youtube.com/playlist?list=PL943D4F9759615B70>

For the scanning, shipping, and interlibrary loan policies of Carolina University, contact the Manuel Library at [library@carolinau.edu](mailto:library@carolinau.edu) or 336.714.7894.

Here are the four research paper topic options from which to choose:

A. A history of the development of Trinitarian language (three Persons and one essence/substance) in the early church.

Carolina University's doctrinal statement affirms, "He [God] is revealed to us as a Father, Son, and Holy Spirit, each with distinct personal attributes, but without division of nature, essence, or being." How did the early churches come to use the language of persons, nature, and essence to describe the "Trinity"? Give a history of such development (major authors and councils) and the heresies that were opposed.

B. A history of the development of orthodox Christological language (hypostatic union, one Person with two natures) in the early church.

Carolina University's doctrinal statement affirms, "We believe that the Lord Jesus Christ was begotten of the Holy Spirit without a human father, born of a virgin, and is truly God and truly man, that His deity is absolute, wholly unique, and singular." How did the early churches come to use the language of "one Person" and "two natures" to describe Jesus Christ? Give a history of such development (major authors and councils) and the heresies that were opposed.

C. A history of the recognition of the New Testament canon in the early church.

Carolina University's doctrinal statement affirms the inspiration and inerrancy of the Scriptures. These books were inspired Scripture at the immediate point of composition, and later the church recognized them as such. How did the early churches come to recognize these 66 books as canonical (and *especially* the twenty-seven New Testament books)? What criteria guided the early church, and why were some books recognized more quickly than others? Give a history of this recognition and the important authors or events along the way.

D. A history of the growth of hierarchical polity in the early church.

Carolina University's doctrinal statement affirms the importance of congregations / local assemblies. How and why did the early churches move from the two New Testament offices of pastor/elder/overseer and deacon to a hierarchy of patriarchs/archbishops, bishops, elders, and deacons, with the first of these overseeing more than one local church? Give an overview and critique of this hierarchical development in the first six centuries.