



College of Arts and Sciences

Master of Pastoral Theology

RE 621/411 - History of the Early Church

St. Stephen's Diocesan Center, 6301 HI-61, Kaneohe, HI 96744 and Canvas learning platform | Credits: 3 |

Section: 621.01 and 411.01 and Audit | Accelerated Fall term 2026

Instructor Information

Instructor	Dr. Peter Steiger, Associate Professor, Chaminade University
Email	psteiger@chaminade.edu
Phone	808-440-4212 (office)
Office Location	Henry Hall 206K, Chaminade University campus
Office Hours	Tuesdays and Thursdays, 4-5 p.m., Wednesdays, 10 a.m.-12 p.m.
Virtual Office	Zoom meeting available by appointment
Virtual Office Hours	Monday or Friday between 6:30-8:30 pm by appointment

Communication

Questions may be emailed to Professor Steiger at psteiger@chaminade.edu. Response time will generally be within three days (seventy-two hours). If you do not hear back in seventy-two hours, please email again. Effective communication is the best way to assure the course runs smoothly.

College & Department

College	College of Arts and Design, Department of Religious Studies
Location	Henry Hall 206, Chaminade University campus
Phone	808-739-4633
Questions?	Contact your instructor or the School of Humanities, Arts, and Design

Course Description & Materials

RE-621/411 History of the Early Church (3)

This course surveys in depth the history of the Church: from its historical, and theological beginnings through the Middle Ages, Renaissance, and Reformation. Specific consideration will be given to: apologetic and patristic literature, theological and conciliar tracts, struggles between orthodoxy and heresy, schools and monasteries, the politics and polities of the institutional church.

Course Snapshot

Modality	Hybrid: Face-to-Face and Canvas learning
Meeting Location	St. Stephen's Diocesan Center, 6301 HI-61, Kaneohe, HI 96744
Meeting Days/Times	Face to face: 9/12-9/13/26, 10/10-10/11/26, 11/14-11/15/26 Canvas: 9/11/26-12/15/26 (asynchronous)

Time Commitment	As established by the Chaminade University Credit Hour Policy, this three-credit course represents a minimum of 135 hours of engagement over one 12-week term. Students enrolled in this course shall complete: 1. 18.00 hours of scheduled monthly in-person classroom instruction (e.g., lectures on course themes, seminars on readings, collaborative group discussions, student presentations) 2. 37.00 hours of online assignments and activities (e.g., threaded discussion, response or reflection prompts, peer-to-peer dialogue and mutual discovery) 3. 60.00 hours of ancillary work averaging 5.00 hours per week (e.g., course readings, supplementary study, office hour visits, completion of additional assignments to address unique or specific needs) 4. 20.00 hours of Summative Project preparation (brainstorming, research/data collection, project refinement, initial draft/outline, composition of final draft)
Required Materials: Regular access to these materials is necessary for your success in our course. Please inform the instructor if you require assistance in accessing these materials.	Textbooks: Pope Benedict XVI (Joseph Ratzinger), <i>Great Christian Thinkers - From the Early Church through the Middle Ages</i> , (Fortress Press, Minneapolis: 2011). Fr. John Vidmar, OP, <i>The Catholic Church Through the Ages - A History</i> , 2 nd edition, (Paulist Press, New York and Mahwah, NJ: 2014).
Canvas: Due to the hybrid nature of this course, regular access to our Canvas course site is essential. Important information, materials, and updates relating to our course have been posted onto our Canvas course site and will be updated as needed.	Course materials, announcements, and grades will regularly be posted to Canvas (chaminade.instructure.com). Several primary source readings will be provided to students in html, pdf or word.doc format via Canvas. Discussion groups will also be conducted through Canvas. It is important that students be thoroughly familiar with this learning platform for success.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the Master of Pastoral Theology, students will be able to:

1. Identify the constitutive elements of Catholic theology: its historical development, its contemporary expression within a Vatican II framework, and its context within the broader Christian tradition.
2. Develop methods of critical theological reflection in response to issues, needs, and concerns of various pastoral contexts within and for communities of Hawaii and the Pacific Rim.
3. Compare and contrast theological positions and values within the Christian community.
4. Engage the Marianist tradition of education for service, peace, justice, and the integrity of creation in ways that respond and lead to active participation within changing local and global environments.

Upon completion of the undergraduate Bachelor of Arts in Religious Studies, students will be able to:

1. Utilize the key concepts of Catholic theology in a critical reflection on integral human experience.
2. Engage in respectful dialogue on religious meaning in our globalized, multicultural society.
3. Employ Christian moral imagination in moral reasoning and decision making that affirms and/or challenges secular and cultural values.
4. Generate a substantive project that is animated by the Marianist Charism.

Course Learning Outcomes (CLOs)

Upon completion of [course], the student will be able to:

1. Engage in study the early centuries of the Christian Church as it developed its distinctive theological perspective and constitutive elements (Apologetics, Exegesis, Spirituality, Institutions, Doctrines, Rituals, Morality, Ethics)
2. Outline the major movements and changes that constitute the history of the Church in its first 1200 years
3. Identify the developments of Church teaching and practice that manifest the diverse realities of the early Church
4. Explore the spiritual and theological legacy of Christianity through the lives of influential Christians and some of their important primary sources

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

I am the proud product of over twenty-five years of formal education in Catholic schools from grade school through my doctorate. I have also been a Catholic educator for almost thirty years and have been associated with the Marianist pedagogical tradition for almost twenty-five years. It is my intention that this course and my teaching will exhibit the five principles of Marianist educational tradition, though my brief experience with the Dominicans and Jesuits has also impacted how I approach Catholic education. In particular, I aim to provide an education for formation in faith that is integral and of high quality delivered in a family spirit.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua ('Ōlelo No'eau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Na'auao):** Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit ('Ohana):** 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (Aina):** 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
PLOs	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
Native Hawaiian Values	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3

Student Requirements

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

Completion of Assigned Readings

Careful reading of all assigned materials in a timely, engaged, and conscientious manner is essential for mastery of course concepts. Readings are to be completed in advance so that students are ready to discuss them during the designated live seminar session or in asynchronous threaded discussion. Because church history and historical theology are highly specialized interrelated fields with their own methods, terms and foundational assumptions, you should allow yourself ample time to study and digest this challenging yet rewarding material.

Engagement Through Participation

Our learning community will be characterized by a spirit of highly collaborative learning. Participation, defined as being present and engaged in classroom sessions and being an active and timely contributor to threaded discussion online, is therefore a fundamental requirement. Two (2) instances of non-participation implies that the highest grade achievable is a "B." Four (4) or more instances of non-participation constitute grounds for a recommendation to withdraw from the course.

Respect for the Free Exchange of Thought

The university has long been a privileged place for the exchange of ideas and positions. This implies both the freedom to express one's thoughts and the responsibility to hear and respect the thoughts of others. Religious freedom and freedom of the conscience are central concepts of the Catholic Intellectual Tradition. Students are encouraged to think about and question the concepts covered but will be assessed solely by an ability to adequately demonstrate understanding, appropriation, and synthesis of the course content and material.

Canvas Posting Expectations

Weekly discussion post assignments will vary depending on the particular readings designated, so students will need to read the assignments before the discussion post opens on Thursday. However, below are examples of what can be expected. There will only be one discussion post and following threaded discussion per week and ten total for the semester, each worth a total of five points, so 10 posts/threaded discussions x 5 points = 50 points available.

- **Non-Degree Seeking Students:**
 - First post of the week (due on Fridays at 11 p.m. and worth three points):
 - Identify and discuss three issues, problems or situations that the author of the primary source text is attempting to address (three to six sentences)
 - Make three connections between what you read in Vidmar's *Catholic Church through the Ages* or Pope Benedict's *Great Christian Thinkers* and the primary sources – explain in three or four sentences how the secondary sources helped you better understand the early Christian text
 - Reflection: How might you apply what you read about in the primary sources from early Christianity to a contemporary issue you might face in your ministry; explain in three to five substantive sentences demonstrating your theological aptitude and pastoral competence
 - Second post of the week (due on Saturdays at 11 p.m. and worth two points):
 - Read through the posts of other non-degree students. Offer one question and one exhortation (loving word of encouragement) to two different students; plan to question and exhort every other student at least once this semester so all are challenged with questions and all are affirmed with exhortation – you are building up the body of Christ!
- **Degree Seeking Students:**
 - First post of the week (due on Fridays at 11 p.m. and worth three points):
 - Undergraduate degree seekers
 - Identify and discuss three issues, problems or situations that the author of the primary source is attempting to address (three to six sentences)
 - Make four connections between what you read in Vidmar's *Catholic Church through the Ages*, Pope Benedict's *Great Christian Thinkers*, or the previous in-person lecture at St. Stephen's and the primary sources – explain in five to eight sentences how the secondary sources helped you better understand the early Christian text
 - Pose three critical, theoretical or practical questions you have about what you read in the primary source from early Christianity; what aspects did you find most disturbing or difficult to understand
 - Graduate degree seekers

- Identify and discuss two issues, problems or situations that are common or similar in both of the primary sources that you read; what theological/pastoral idea are they attempting to address and what do you think their proposals (six to eight sentences)
 - How is biblical exegesis being integrated into the theological/pastoral response being proposed in the two primary sources you were assigned to read – provide at least two examples from each source which you found the most intriguing or troubling and explain why in six to eight sentences
 - Explain two important but difficult points in the primary sources (one is in each) that you read that you think would be most challenging to present to a contemporary Christian audience and why (write six to eight sentences)
- Second post of the week (due on Saturdays at 11 p.m. and worth two points):
 - Read through the posts of other non-degree students. Offer one question and one exhortation (loving word of encouragement) to two different students; plan to question and exhort every other student at least once this semester so all are challenged with questions and all are affirmed with exhortation – you are building up the body of Christ!

Course Activities

In-Class Activities	During face-to-face meetings, there will be two quiz sessions, lectures with PowerPoint slides/handouts, group discussions, videos, & open questioning
Homework / Assignments	Homework will be weekly reading assignments, followed by two discussion board posts (one responding to the reading, one engaging classmates)
Quizzes	There will be two quizzes, the first during the second face-to-face session (10/10-10/11/26), a second during the third face-to-face (11/14-11/15/26)
Projects	Non-degree seeking students will compose one 500 word/4-6-minute reflection on the pastoral practice or theology of three early Christians, of whom one must be a woman. Undergraduate degree seeking students will compose one 5–6-page research essay comparing the pastoral practice or theology of two early Christians. Graduate degree seeking students will compose a 7-10-page research analysis of the pastoral practice or theology of one early Christian. Degree seeking students will be guided to a topic in consultation with the professor and must begin research prior to 11/14/26.

Course Assessment and Policies

Late Work	Only by permission but ordinarily not granted; never possible after the fact
Make-Up Work	Generally, not permitted but possible in consultation with the Professor
Extra Credit	Not applicable
Incomplete Grade	Not applicable
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Assessment, Grading, and Late Work Policy

The student's final grade will be based on their regular participation in discussion boards (50%), participation during face-to-face discussions (10%), two in person written quizzes (10% each x 2 = 20%) and one summative/research paper (20%). Final grades awarded represent an assessment of the quality of a student's overall achievement and holistic performance in the course and are to be interpreted as follows:

- A: Outstanding scholarship and an unusual degree of intellectual initiative
 B: Superior work done in a consistent and intellectual manner

C: Average grade indicating a competent grasp of subject matter

D: Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F: Failed to grasp the minimum subject matter; no credit given

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Letter Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Assignments cannot be made up at a later date except by discretion of instructor and with advance written permission. Permission to complete assignments will not be granted after the due date has passed.

Academic Honesty and Plagiarism

Plagiarism might be broadly defined as the misrepresentation of another's work or ideas as one's own. The abuse of generative AI is an important example. In the first instance of alleged plagiarism, the instructor and student will meet during office hours to review evidence supporting the allegation of plagiarism and to discuss proper citation techniques. Subsequent offenses will not be tolerated. Withdrawal from this course and/or other disciplinary actions will be considered and pursued to the fullest extent afforded by university policy.

Style, Language, and Grammar

All work must be submitted in legible and intelligible Standard American English (AmE) according to the generally accepted standards of those languages. The Turabian/Chicago Manual of Style (16th edition) of citation and paper formatting has been traditionally preferred in philosophical and theological disciplines. Students must use CMS (16th edition) accurately and consistently. Exceptions for the above guidelines may be made in consultation with the instructor for free academic expression as appropriate. In all cases, the judicious use of equitable, gender-inclusive language must always be observed.

Classroom Decorum and the Use of Electronic Devices

The use of electronic devices during periods of instruction, especially photographic retention and audiovisual recording of intellectual property, is strictly prohibited unless written permission is granted by instructor. Electronic devices may be periodically employed by the instructor to augment the learning experience; use them only as directed. Please minimize interference with our learning by silencing your push notifications during instructional time. Exceptions to this rule include emergency communication. The instructor will regularly pause to invite your questions; please reserve them until asked.

Office Hours

Office hours are an invaluable opportunity to build a stronger sense of university community, to deepen one's knowledge, and to form more nurturing relationships with faculty in an individualized format. In-person office hours are offered as posted and are subject to change. Students may schedule a private Zoom meeting if preferred. Students are highly encouraged to schedule an appointment through email to secure availability.

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of

the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time. Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progress toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview	chaminade.edu/career-services

Resource	Description	Contact / Website
	coaching, and access to career-related resources and opportunities.	
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced and posted to Canvas.

Week Beginning:	Topics / Theme	Readings	Due Dates
	Face to face: 9/12-9/13/26	The Earliest Church: circa 100 – 300 C.E.	
9/13/26	Apostolic Fathers, part one	Didache & Letter of Barnabas	9/19/26
9/20/26	Apostolic Fathers, part two	Clement of Rome & Ignatius of Antioch	9/26/26
9/27/26	The Apologists	Justin Martyr & Irenaeus of Lyon	10/3/26
10/4/26	North Africans & Egyptians	Tertullian, Cyprian, Clement & Origen	10/10/26
	Face to face: 10/10-10/11/26	Martyrs, Monks, Origen & Christology	
10/11/26	Persecution & Monasticism	Death of Perpetua & Life of Anthony	10/17/26
10/18/26	Christology	Athanasius: Incarnation of the Word	10/24/26
10/25/26	Sacramental theology	Ephrem the Syrian: Hymns on Paradise	10/31/26
11/1/26	Pneumatology & Catechesis	Gregory of Nyssa & Ambrose of Milan	11/7/26
11/8/26	Moral theology	Augustine: On Marriage & On Lying	11/14/26
	Face to face: 11/14-11/15/26	Medieval Christendom	
11/15/26	Pastoral Leadership	Gregory the Great: The Pastoral Rule	11/21/26
11/22/26	Scholastics vs. Monastics, pt. 1	John of Damascus & Hugh of St. Victor	11/28/26
11/29/26	Scholastics vs. Monastics, pt. 2	Bernard of Clairvaux: On Song of Songs	12/5/26
12/6/26	University & Modernity	Thomas Aquinas: On the book of Job	12/12/26

	fall 2026 schedule	
Week 1	Required Reading Assignments - to be completed Sunday-Thursday	Discussion Board Due Dates and Quiz Dates
All Students	Vidmar, <i>Catholic Church</i> , 1-48, Pope Benedict, <i>Christian Thinkers</i> , 33-35	
All Students	<i>Didache</i> - Available in Canvas	Discussion One - Due on Friday, 9/18 at 11 p.m.
Graduate Only	Epistle of Barnabas - Available in Canvas	Discussion One - Due on Friday, 9/18 at 11 p.m.
Recommended	Eusebius - <i>Church History</i> , Books 1 & 2, Available in Canvas	Follow up to Discussion One - Due Saturday, 9/19 at 11 p.m.
Week 2		
All Students	Pope Benedict, <i>Christian Thinkers</i> , 3-8	
All Students	<i>First Epistle of Clement to the Corinthians</i> , Available in Canvas	Discussion Two - Due on Friday, 9/25 at 11 p.m.
Graduate Only	<i>Epistles of Ignatius of Antioch</i> , Available in Canvas	Discussion Two - Due on Friday, 9/25 at 11 p.m.
Recommended	Eusebius - <i>Church History</i> , Book 3, Available in Canvas	Follow up to Discussion Two - Due Saturday, 9/26 at 11 p.m.
Week 3		
All Students	Pope Benedict, <i>Christian Thinkers</i> , 9-16	
All Students	<i>Apologies of Justin the Martyr</i> , Available in Canvas	Discussion Three - Due on Friday, 10/2 at 11 p.m.
Graduate Only	Selection from <i>Against Heresies</i> by Irenaeus of Lyon, Available in Canvas	Discussion Three - Due on Friday, 10/2 at 11 p.m.
Recommended	Eusebius - <i>Church History</i> , Books 4 & 5, Available in Canvas	Follow up to Discussion Three - Due Saturday, 10/3 at 11 p.m.
Week 4		
All Students	Pope Benedict, <i>Christian Thinkers</i> , 16-32	
All Students	<i>Homily on Genesis 1</i> by Origen, Available in Canvas	Read Origen before the weekend at St. Stephen's
Graduate Only	Three Options: Clement, Tertullian or Cyprian, Available in Canvas	Quiz One - Saturday, 10/10 at 2:45-3:15 p.m.
Recommended	Eusebius - <i>Church History</i> , Books 6 & 7, Available in Canvas	Discussion of Origen - Saturday, 10/10 at 3:15 p.m.
Weekend Two	October 10 - 11, 2026 at St. Stephen's	
Week 5		
All Students	Vidmar, <i>Catholic Church</i> , 49-91	
All Students	Martyrdoms of Perpetua, Felicity and Polycarp. Available in Canvas	Discussion Four - Due on Friday, 10/16 at 11 p.m.
Graduate Only	Athanasius, Selection from <i>The Life of Antony</i> , Available in Canvas	Discussion Four - Due on Friday, 10/16 at 11 p.m.
Recommended	Eusebius - <i>Church History</i> , Book 8, Available in Canvas	Follow up to Discussion Four - Due Saturday, 10/17 at 11 p.m.
Week 6		
All Students	Pope Benedict, <i>Christian Thinkers</i> , 39-71	
All Students	Athanasius, <i>Incarnation of the Word of God</i> , pt. 1, Available in Canvas	Discussion Five - Due on Friday, 10/23 at 11 p.m.
Graduate Only	Athanasius, <i>Incarnation of the Word of God</i> , pt. 2, Available in Canvas	Discussion Five - Due on Friday, 10/23 at 11 p.m.
Recommended	Eusebius - <i>Church History</i> , Book 9, Available in Canvas	Follow up to Discussion Five - Due Saturday, 10/24 at 11 p.m.
Week 7		
All Students	Pope Benedict, <i>Christian Thinkers</i> , 72-101	
All Students	Ambrose of Milan, <i>On the Mysteries</i> , Available in Canvas	Discussion Six - Due on Friday, 10/30 at 11 p.m.
Graduate Only	Ephrem the Syrian, Selection of <i>Hymns on Paradise</i> , Available in Canvas	Discussion Six - Due on Friday, 10/30 at 11 p.m.
Recommended	Eusebius - <i>Church History</i> , Book 9 appendix, Available in Canvas	Follow up to Discussion Six - Due Saturday, 10/31 at 11 p.m.
Week 8		
All Students	Pope Benedict, <i>Christian Thinkers</i> , 102-130	
All Students	Gregory of Nyssa, <i>On the Holy Spirit</i> , Available in Canvas	Discussion Seven - Due on Friday, 11/6 at 11 p.m.
Graduate Only		Discussion Seven - Due on Friday, 11/6 at 11 p.m.
Recommended	Eusebius - <i>Church History</i> , Book 10, Available in Canvas	Follow up to Discussion Seven - Due Saturday, 10/7 at 11 p.m.
Week 9		
All Students	Vidmar, <i>Catholic Church</i> , 92-122	
All Students	Augustine of Hippo, <i>On the Good of Marriage</i> , Available in Canvas	Read Augustine before weekend at St. Stephen's
Graduate Only	Augustine of Hippo, <i>On Lying</i> , Available in Canvas	Quiz Two - Saturday, 11/14 at 2:45-3:15 p.m.
Recommended	Eusebius - <i>Church History</i> , Books 1 & 2, Available in Canvas	Discussion of Augustine - Saturday, 11/14 at 3:15 p.m.
Weekend Three	November 14 - 15, 2026 at St. Stephen's	