

John D. Treat

Teaching Portfolio

January 7, 2022

Teaching Philosophy

After finishing my M.Div. in religion and public policy, I spent fifteen years in the non-governmental-organization world, communicating ideas about social change to a wide range of audiences, from speaking in church basements to testifying before legislative bodies. It was excellent preparation for teaching. Presenting the same concepts to community members, policy makers, and supporters teaches you how to learn what is the essential gist of a thing and also how to modulate your message to capture the passion of listeners coming at an issue from very different places. That experience forms the core of what I bring to the classroom.

When I teach, above all, I do my best to create an environment where students engage and take ownership of the material. In my experience, getting students to articulate their thoughts makes things real and makes the student think critically in a way that the best lecture does not. Whether it's an open-ended question or a controversial statement made to evoke a response, I always want to set points where discussion can break out. My students know that they can always interrupt with a question or comment.

I incorporate significant discussion into all of my courses. My idea of what a college course can be was formed in undergraduate religion and philosophy courses of seven to eight students where the class was supposed to do the heavy lifting, cued by the instructor's use of the Socratic method. I have done my best to follow that model in my own smaller courses, making room for discussions to go where the energy and curiosity are. In larger courses, I try to give at least a third of the time to discussion, usually dedicating the last course period of the week to a discussion of short, assigned readings. In these sessions I often begin by breaking the students into small groups of five to seven to get them warmed up and confident in their arguments, then move things to an all-class discussion or debate.

I am always looking for ways to bring a concept into a student's own experience. In an American history course, this may be using Arkansas examples to make a national event or trend more real, such as talking about labor issues in terms of Arkansas miners' strikes or about Civil Rights in terms of African-American fraternal organizations in the Arkansas Delta. In a University Perspectives course for new freshmen, this may mean starting a discussion about difference by getting students to give their opinions about other Arkansas towns. I view an American history course as the last deep-dive into ideas about citizenship and public engagement that a student may ever have. I am passionate about making my classes a place where students examine their own ideas in what may be the last environment they ever have the leisure and openness to do so.

I have been fortunate to teach a wide variety of courses at the University of Arkansas, from night American history surveys targeted toward working and nontraditional students, to wide-ranging honors humanities courses, to deep-dives into my own research around a seminar table, to skill-building and professional development courses. I try to break classroom time into manageable chunks, alternating lecturing with student presentations, student-led discussions, in-class analysis of short documents, and showing short videos (I am a great fan of using commercials and print

ads from the period I am teaching). I use a lot of jokes and exaggerated humor to keep students listening and wondering what will come next.

In my current role as director of interdisciplinary and curricular learning for the University of Arkansas Honors College, I have the pleasure of working with faculty from all of the university's colleges to develop courses that bring together students from the widest possible range of majors to take a deep dive into an issue from multiple scholarly viewpoints. For instance, during the May 2021 intersession, I coordinated a course titled Vaccine, which brought together 26 speakers in 11 days to discuss the development and deployment of the COVID vaccine in the U.S. with each day's lecture and discussion available to the general public as a YouTube livestream and recording.

Whatever I am teaching, I put a tremendous amount of time into preparation, even if it is a lecture I have given many times before. I know that to hold students' attention, I need to be looking at them and walking around, not reading my notes. This became doubly important with remote course delivery during COVID, when my eyes needed to be looking into the camera at the students, not my material. In addition to this, I spend a great deal of time finding images and recordings that bring the point home and make students want to see the next slide.

I am pleased to say that what I do seems to work. For the five courses I taught in 2020-2021, my average evaluation score from students was a 4.896 out of five compared to the university instructor average of 4.34. I am especially proud of this because I think my colleagues at the U of A are conscientious and talented teachers and because teaching a mix of in-person, remote, and blended courses required so many changes and significant technical learning.

Teaching Focus

- In my current position as the Honors College's director of interdisciplinary and curricular learning, I teach courses in history, humanities, religious studies, and professional development. Generally, these are honors courses capped at 16 students taught around a seminar table.
- In my time as the Honors College's director of development, I co-taught the third semester of the Honors Humanities Project, a seminal course for honors students in the College of Arts and Sciences, which I continue to teach, as well as teaching honors sections of University Perspectives, the U of A's course for incoming students.
- As a doctoral student in history, I taught half-time for two years in the History Department, teaching both halves of the U.S. history survey course. I was also selected to teach two 3000-level sections of History of Christianity.

- For the two years I was not in the classroom as a doctoral student, I spent my first year as a research assistant to Distinguished Professor Randall Woods as he began work on a biography of John Quincy Adams and my third year as the assistant editor of the *Arkansas Historical Quarterly*, a peer-reviewed quarterly jointly published by the U of A History Department and the Arkansas Historical Association.

Courses Taught at the University of Arkansas

From 2013-2022, I have taught 603 students, about equally divided between honors and non-honors. This includes 13 preps for 24 completed and three upcoming courses. Sample syllabi are included in Appendix 1 on page seven. Additional syllabi and sample course slides are available at jdtreat.com.

Instructor, “Honors Humanities Project III” (Fall, 2018-Present, four-credit course) **Four Sections**
Developed syllabus and course design for and co-taught four-credit honors course taught each fall investigating philosophical, artistic, literary, and political ideas from the Renaissance to the Twentieth Century with a focus on Northern Europe, Japan, and the Americas. Taught a total of 174 students.

Instructor, “Honors History Thesis” (Fall, 2019) **One Section**
Developed three-hour independent study for advisee completing her thesis in Arkansas and women’s history.

Instructor, “U.S. History since 1877” (Fall and Spring, 2013-2015, 2022) **Six Sections**
Developed syllabus and overall course structure for five previous and one forthcoming course sections with a total of 175 students to date.

Instructor, “U.S. History to 1877” (Spring, 2016) **One Section**
Developed syllabus and overall course structure for course of 40 students.

Instructor, “History of Christianity” (Fall 2015 and Spring 2016) **Two Sections**
Developed syllabus and overall course structure for two 3000- level course sections with a total of 70 students.

One-Hour Courses

Instructor, “Honors University Perspectives” (Fall, 2017, 2020-2021) **Six Sections**
Appointed Provost’s Lecturer for honors sections of one-credit course assisting freshmen in adapting to university academic and social life with a total of 96 students. Redeveloped course in 2020 to focus on the Stanford Life Design Model and professional development and using Castiglione’s *Book of the Courtier* to discuss accomplishment and anxiety.

Instructor, “Fraternity” (Forthcoming, Spring 2022) **One Section**
Developed a one-credit, by-application honors forum for 15 students covering the history of secret societies in America.

Instructor, “Ozark Bootcamp” (Forthcoming, Summer 2022) **One Section**
Developing a one-credit, by-application honors forum for the August intersession covering the history, culture and economics of the Ozarks for 15 incoming Honors College Fellows.

Instructor, “Graduate School” (Fall, 2021) **One Section**

Developed and co-taught one-credit, by-application honors forum to help 9 students identify and apply to graduate programs with a focus on the humanities and social sciences.

Instructor, “Arkansas Religious Pluralism” (Spring, 2021) **One Section**
 Developed and co-taught one-credit, by-application honors forum with the Honors College Dean for 15 students exploring religious pluralism in the state of Arkansas.

Instructor, “Vaccine” (Summer Intersession, 2021) **One Section**
 Developed and co-taught one-credit, by-application online honors forum for 6 students and online participation by the general public featuring 26 experts in various disciplines covering the development and deployment of the COVID vaccines.

Instructor, “Secrets” (Spring, 2020) **One Section**
 Developed one-credit, by-application honors forum for 11 students on the history of western esotericism for ten students.

Instructor, “Build Your Brand” (Fall, 2019) **One Section**
 Co-developed one-credit, by-application honors forum for 9 honors students on professional development and personal branding.

Teaching Evaluations

My evaluations have been consistently strong. Each semester U of A students score their professors on a five-point scale. Below you will see my reviews over my time at the U of A. I am particularly proud of recent years where my comparison group is usually top teachers selected for Honors College or arts and sciences honors humanities courses. Sample comments from students’ anonymous course evaluations are included in Appendix 2 on page 30.

	All U of A or Comparable Course Group			
	Treat	Department	Group	Explanation
Fall 2021				
Honors Humanities Project	4.71	4.66	4.39	Co-taught course
Graduate School (1st 8 Weeks)	5	5	5	Only honors course in term
Honors University Perspectives	5	4.69	4.69	1st 8 weeks
Honors University Perspectives	4.5	4.75	4.75	2nd 8 weeks
Summer 2021				
Vaccine	5	5	5	Only honors course in term
Spring 2021				
Arkansas Religious Pluralism	5	4.86	4.81	
Fall 2020				
Honors Humanities Project, lecture	4.75	4.65	4.38	
Honors Humanities Project, drill	4.8	4.65	4.38	
Honors University Perspectives	4.88	4.81	4.81	1st 8 weeks
Honors University Perspectives	4.8	4.63	4.63	Full semester
Spring 2020				
Secrets: Texts of Esotericism	5	4.79	4.74	

Fall 2019				
Honors Humanities Project, lecture	4.65	4.82	4.39	
Honors Humanities Project, drill	4.9	4.82	4.39	
Build Your Brand (1st 8 weeks)	5	5	5	Only honors course in term
Fall 2018				
Honors Humanities Project, lecture	4.8	4.57	4.18	
Honors Humanities Project, drill	5	4.79	4.36	
Fall 2017				
Honors University Perspectives	4.77	4.68	4.68	1st 8 weeks
Honors University Perspectives	4.57	4.65	4.65	2nd 8 weeks
Spring 2016				
US History to 1877	4.81	4.93	4.67	First time teaching US I
History of Christianity (to 400 CE)	5	4.93	4.67	
Fall 2015				
US History 1877-Present	4.68	4.92	4.66	First 3-hour night course
History of Christianity (to 400 CE)	4.95	4.92	4.66	
Spring 2014				
US History 1877-Present	4.53	4.6	4.33	
US History 1877-Present	4.76	4.6	4.33	
Fall 2013				
US History 1877-Present	4.28	4.6	4.28	
US History 1877-Present	4.24	4.6	4.28	

Appendix 1

Sample Syllabi

US History Since 1877

History 2013-201-LEC (9953) - MWF 12:55 p.m. - 2:35 p.m. - Spring 2022
Gearhart Hall 0104

Instructor: John Treat
Office: Gearhart 236
Office Hours: Monday & Tuesday 3:00-4:00 p.m. or by appointment
Contact information: 501-322-1198 (texts fine), jdt015@uark.edu

Course Objective

The goal of this course is to familiarize the student with key events in the history of the United States from the end of the Civil War to the present and how they have shaped contemporary American society. Attention will be given to political, economic, social, and cultural history to help the student better understand the multiple forces that have transformed the nation over the last 140 years. Students will be assessed on their mastery of these concepts through two examinations, weekly writing assignments, and weekly discussion.

Learning Outcomes

1. Understand key events in U.S. history since 1877 including:
 - a. The Second Industrial Revolution, including its impact on labor practices and government policy.
 - b. The growing role of the federal government in Americans' lives.
 - c. Struggles for civil rights, particularly in the African-American community.
 - d. The roots and ramifications of the period of divided government that began in 1968.
2. Improve critical thinking, writing, and discussion skills from close reading and analysis of primary and secondary texts.

Grading

<u>Assignment</u>	<u>Points Possible</u>
Weekly reflection papers	250
Discussion participation	250
Mid-Term Exam	250
Final Exam	250
Total	1000

Grading Scale

A: 900-1000 **B:** 800-899 **C:** 700-799 **D:** 600-699 **F:** Below 600

Weekly Reflection Papers 250 points (25%)

During seven weeks of the course, you will be assigned readings from the American Yawp Reader and other sources. For five weeks of your choosing, you will need to write a 500-word reflection paper on these sources. Papers are due by 5:00 p.m. each Thursday before our Friday discussion and are to be your own work. Each paper is worth 50 points. Late papers will have 5 points deducted per day. A guideline sheet for reflection papers is available on Blackboard with complete instructions.

Weekly Discussion Participation 250 points (25%)

Each week, with the exception of the first week and midterm week, you will be graded on your class participation. For these weeks, you will be given a participation grade of 0 to 50 points, of which the lowest two will be dropped.

A (50)	=	dynamic and informed participation
B (43)	=	solid, consistent participation with evidence of a careful reading of the sources
C (38)	=	occasional participation with evidence of having consulted the readings
D (31)	=	present but not participating
F (0)	=	not present and unexcused absence

Mid-Term Exam (250 points (15%))

Material on the mid-term examination will cover the first half of the class. There will be five short answers and one essay.

Final Exam 250 Points (15%)

Material on the mid-term exam will cover material from the second half of the class. There will be five short answers and one essay.

Required Texts

(All course texts are available online at no cost.)

1. *The American Yawp: A Free and Online, Collaboratively Built American History Textbook*, 2021-2022, Joseph Wright and Ben Lock, eds., www.americanyawp.org.
2. *The American Yawp Reader: A Documentary Companion to the American Yawp*, 2021-2022, Joseph Wright and Ben Lock, eds., www.americanyawp.com/reader.html
3. Primary-source readings linked in the syllabus or available on Blackboard.
- 4.

Promptness

Once the classroom door is closed, you have missed your chance to attend for the day and forfeited your participation points.

Contested Grades

If you believe that you have received a lower grade than you deserved on an assignment, please come to my office hours to discuss your grade, but only after at least 24 hours have elapsed. This gives time for your initial reactions to a grade to cool and time for me to be able to review your work with fresh eyes. Bring written points based on the assignment sheet showing why you feel that your grade was in error to make your case.

Academic Dishonesty

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's

'Academic Integrity Policy' which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

For further information, a useful video can be found at <http://honesty.uark.edu/students/>. Short summary: cheating (including plagiarism) will result in an F on the assignment, in the course, or possible dismissal from the U of A.

Intellectual Property

State common law and federal copyright law protect my syllabus and lectures. Students are not authorized to record my lectures or electronic presentations or to make any commercial use of them without express prior permission from me. Notes and lectures are for your personal use only.

Electronic Devices

All electronic devices should be muted and stored out of sight before class. If I see a cell phone, tablet, laptop, or other electronic device, you will be asked to leave for the day and will forfeit your participation points for the week. Electronic devices are allowed ONLY during discussion times and then only for accessing primary source texts.

ADA Notice

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the Center for Educational Access (479-575-3104 or <http://cea.uark.edu>). The center staff are very helpful and will assist you in documenting your condition and for arranging appropriate accommodations, which may include assigning a note taker to the class, arranging for longer examination times, or other helpful measures.

U of A Cares

If something bad happens in your personal life that will cause you to miss assignments or substantial portions of class, please contact U of A Cares (<http://uofacares.uark.edu> or 479-575-5004) in the Dean of Students Office. Staff can help you navigate troubles, connect you with resources, and contact all of your professors at once so you can stay on track academically.

Inclement Weather

If campus is closed, class will not be held. For those who live off campus, use your best judgment.

Class Norms of Behavior

Respect is key when discussing subjects that engender strong feelings. State your opinions and make your arguments as strongly as possible, but only do so based on historical evidence and solid reasoning. Argue with positions, not other class members. Attacking another class member rather than his or her argument will affect your participation grade and, in some cases, may result in you being asked to leave the course for the day.

Syllabus Changes

The syllabus may change at any point in the course at the instructor's discretion.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning)

Follow the directions of the instructor or emergency personnel.

Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.

If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.

Stay in the center of the room, away from exterior walls, windows, and doors.

Violence / Active Shooter (CADD)

CALL- 9-1-1

AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.

DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Tentative Schedule

Week 1 (March 9-11): The Gilded Age and the West

Required Reading

Wednesday: *Am. Yawp* Ch. 16, Capital and Labor

Friday: *Am. Yawp* Ch. 17, The West

Am. Yawp Reader:

William Graham Sumner on Social Darwinism (ca.1880s)

Chief Joseph on Indian Affairs (1877, 1879)

Frederick Jackson Turner, "Significance of the Frontier ..." (1893)

Week 2 (March 14-18): Industrial America and Its Empire

Required Reading

Monday: *Am. Yawp*, Ch. 18, Life in Industrial America

Wednesday: *Am. Yawp*, Ch. 19, American Empire

Friday: *Am. Yawp Reader:*

Henry Grady on the New South (1886)

Henry Adams, *The Education of Henry Adams* (1918)

Jacob Riis, *How the Other Half Lives* (1890)

William McKinley on American Expansionism (1903)

Rudyard Kipling, "The White Man's Burden" (1899)

Week 3 (March 21-25): SPRING BREAK: NO CLASS

Week 4 (March 21-April 1): The Progressive Era and World War I

Required Reading

Monday: *Am. Yawp*, Ch. 20, The Progressive Era

Wednesday: *Am. Yawp*, Ch. 21, World War I and Its Aftermath

Friday: *Am. Yawp Reader*:

Booker T. Washington & W.E.B. DuBois on Black Progress (1895, 1903)

Eugene Debs, "How I Became a Socialist" (April, 1902)

Walter Rauschenbusch, Christianity and the Social Crisis (1907)

Woodrow Wilson Requests War (April 2, 1917)

Emma Goldman on Patriotism (July 9, 1917)

Lutiant Van Wert describes the 1918 Flu Pandemic (1918)

Week 5 (April 4-8): Roaring '20s and Depression

Required Reading

Monday: *Am. Yawp*, Ch. 22, The New Era

Wednesday: *Am. Yawp*, Ch. 23, The Great Depression

Friday: **MIDTERM EXAM** (Bring a bluebook.)

Week 6 (April 11-15): World War II and the Cold War

Required Reading

Monday: *Am. Yawp*, Ch. 24, World War II

Wednesday: *Am. Yawp*, Ch. 25, The Cold War

Friday: *Am. Yawp Reader*:

Charles A. Lindbergh, "America First" (1941)

The Atlantic Charter (1941)

The Truman Doctrine (1947)

Walter Lippman, [A Critique of Containment](#) (Use link, not in reader.)

F. A. Hayek, [The Road to Serfdom](#) (Use link, not in reader.)

Week 7 (April 18-22): The Affluent Society, Civil Rights, and the Sixties

Required Reading

Monday: *Am. Yawp*, Ch. 26, The Affluent Society

Wednesday: *Am. Yawp*, Ch. 27, The Sixties

Friday: *Am. Yawp Reader*:

Brown v. Board of Education of Topeka (1954)

Rosa Parks on Life in Montgomery, Alabama (1956-1958)

Richard Nixon on the American Standard of Living (1959)

The Port Huron Statement (1962)

Barry Goldwater, Republican Nomination Acceptance Speech (1964)

Lyndon Johnson on Voting Rights and the American Promise (1965)

Week 8 (April 22-29):

Required Reading

Monday: *Am. Yawp*, Ch. 28, The Unraveling

Wednesday: *Am. Yawp*, Ch. 29, The Triumph of the Right

Friday: *Am. Yawp Reader*:

Statement by John Kerry of Vietnam Veterans Against the War (1971)

Gloria Steinem on Equal Rights for Women (1970)

First Inaugural Address of Ronald Reagan (1981)

Statements of AIDS Patients (1983)

Pat Buchanan on the Culture War (1992)

Week 9 (May 2-4): World War II on Fast Forward

Required Reading

Monday: *Am. Yawp*, Ch. 30, The Recent Past

Wednesday: *Am. Yawp Reader*:

Bill Clinton on Free Trade and Financial Deregulation (1993-2000)

9/11 Commission Report, “Reflecting On A Generational Challenge” (2004)

Obergefell v. Hodges (2015)

Pedro Lopez on His Mother’s Deportation (2008/2015)

Friday: Wrapping Up and Final Review

FINAL EXAM: Wednesday, May 11, 12:45 PM to 2:45 PM (Bring a bluebook.)

HUMN 2114H Honors Birth of Modern Culture
 Fulbright College of Arts and Sciences
 Honors Humanities Project (H2P3)

FALL 2021

LECTURE: Tuesday and Thursday, 11:00am-12:15, Kimpel 305

DRILL: Thursday, 2:00-2:50, (Treat) Champions 425
 Thursday, 3:30-4:20, (Austin) Kimpel 0214

INSTRUCTORS:

Name	Drill Section	Contact	Office Hours
Dr. John Treat HONORS COLLEGE	Thursday, 2:00-2:50pm Champions 425	jdt015@uark.edu 501-322-1198 (M)	Gearhart 233 M & W, 1:00-3:00
Dr. Shawn Michael Austin Dept. of History	Thursday, 3:30-4:20pm Kimpel 0214	saustin1@uark.edu 575-5893	MAIN 511 T 2-3:30 & TR 9-10:30

COURSE DESCRIPTION

Welcome to HUMN 2114H! This course is the third semester of the Honors Humanities Project (H2P) reserved for Honors students at the University of Arkansas. This semester, we will be concerned with the period from the sixteenth to the early twenty-first century. These were centuries in which the world became interconnected as never before, as European states emerged and came into sustained contact with peoples in Asia, Africa, and the Americas. At the same time, the period witnessed dramatic shifts in social and economic organization, the proliferation of new technologies, and varied new forms of cultural expression and cultural hybridity.

To explore these years, H2P3 takes a unique approach. Since the course is designed for first-semester sophomores, the emphasis moves beyond memorization of material and close engagements with individual texts to more sophisticated techniques, such as the development and exploration of new research questions. At the same time, the prior focus on individual objects and monuments shifts in H2P3 to considerations of broader themes. More specifically, we will draw on a wider range of sources, images, and objects to ask about the development of global society, the transformation of knowledge, and the nature of modernity. Obviously, these issues transcend a single course, so we will be teaching you how to approach the larger questions through more specific considerations of selected texts.

The H2P3 faculty team consists of an expert on modern American history (Dr. John Treat) and a specialist on the history of colonial Latin America (Dr. Shawn Austin). Such specialties will allow for augment our global focus in this course with closer considerations of the encounter between Europeans and indigenous Andean peoples, the development of hybrid cultures, and the legacy of intercultural exchange.

COURSE OBJECTIVES

Overarching Objectives: One of the benefits of an interdisciplinary humanities course is the ability to take a large issue and view it from multiple perspectives. In H2P3, we will keep one issue in our minds as we move through the course:

The Emergence of Modernity

As the title, “Birth of Modern Culture,” suggests, this is the main theme of our course. A lot of big questions attach to this theme. Above all, we have to ask: what is modernity? What does it mean to be modern? In what ways is the modern world in which we live fundamentally different from the premodern world? How did these changes (or perceived changes) come about? How have humans responded to these changes?

As important as this issue is for us, the fact is that we could spend a lifetime thinking about without arriving at a definitive answer. That does not mean that we should not try, but it suggests that we should consider how to approach the issue in a meaningful and manageable way. In the end, we find that even if we cannot answer the cosmic questions, we can nonetheless enhance our understanding through a strategic inquiry. Indeed, you will find that the honors thesis research that you will soon undertake requires exactly the same steps, and one of the goals of this course is to model that process for you. Hopefully, the course will help you learn how to connect the research you do on a relatively narrow topic to a much larger question or goal.

Modular Themes: In general, this course will follow a chronological format, which means that we will start in the sixteenth century and end in the twenty-first century. At the same time, however, we do not wish to lose sight of our course themes. Therefore, we will divide the course into three modules that speak to the overarching issue in the course. In each module, you will read a set of texts and learn more about a specific time period as you develop an essay related to the module theme. The three modules will be:

Module 1: New Worlds and World Visions

Focus on the early sixteenth to the mid-seventeenth Century: Medieval society in Europe was characterized by its insularity, homogeneity, and parochialism, or so its heirs in the sixteenth century came to believe (students in H2P2 might have other ideas). Indeed, the thinkers of the Renaissance defined themselves against an imagined medieval “other” through their freer engagement with and radically different attitude towards the world around them. This view was coupled with the dramatic expansion of European powers into Asia, Africa, and North and South America. As a result, early modernity was a global era of increasing interaction that led to the creation of a “Western” identity shaped by a dialogue with a variety of cultures outside Europe. While contemporary “Westerners” saw themselves as rigidly distinct from the peoples they encountered, the reality was much more complex, with contested power relationships and pervasive hybridity.

Module 2: Revolutions of Knowledge and Power

Focus on the late seventeenth to the early nineteenth century: Beginning in the late seventeenth century, a series of revolutions rocked the West and carried into the colonial world. But these upheavals were often rooted in a more subtle but no less powerful transformation in the understandings of the cosmos and the nature of knowledge itself. These developments shaped the way humans saw their world and how they viewed their place within it. Historians have since fiercely debated the relationship between these early intellectual changes and the economic, political, and technological metamorphoses of the eighteenth and nineteenth centuries.

Module 3: The Ambiguities of Modernity

Focus on the late nineteenth to the early twenty-first century: With the flourishing of the Enlightenment, the upheavals of liberal revolutions, and the beginnings of capitalist industrialization, the condition and pace of modernization changed dramatically. The resulting technological, economic, and political innovations of the nineteenth century elevated the geopolitical power of Europe and the United States, but it also entailed a great deal of uncertainty surrounding changing lifestyles and rapid social transformations. The result was a Western society that posited itself as a model of a global liberal order but whose flaws bred intense intellectual anxiety, totalizing political ideologies, and devastating global conflicts.

Since the modular themes overlap a great deal, you will have opportunities to reflect on them throughout the semester, and you will be asked to consider ways to link them at the end of the semester.

Skill Objectives: As we move through the modules, you will also cultivate mastery of two skills:

Skill Objective 1: *Critical Thinking:* In this course, we will define critical thinking as “a process, the goal of which is to make reasonable decisions about what to believe or do.” Students will learn an essential vocabulary for critical thinking, how to structure good arguments, and how to evaluate the arguments of others.

Skill Objective 2: *Historical Thinking:* Students will learn how to consider broad themes in historical context and how to apply historical learning to contemporary issues and questions.

COURSE DELIVERY

Course Delivery

As of now, this is scheduled as an in-person class. So long as the U of A remains open, we will remain face-to-face. If you have a documented medical reason not to attend in person, such as being immunocompromised or being in quarantine, you may access a recording of the class and complete an alternate assignment to receive the day’s attendance points. Participation grades for the in-person and recorded options are explained in the Participation section of the syllabus.

Assignment for Recorded Sessions

Written participation reflections for days on which cannot attend for a documented reason are to be 225-275 words long (not more, not less) and to be approximately one-third each of a summary of any readings, a summary of the recording, and a presentation of your own thoughts on the day’s readings and topic, particularly things you learned that you had not considered before. An A paper shows careful reading, evidence that you followed the recorded session carefully, and a thoughtful response to the material and discussion. Lower grades show a deficit in one or more of these areas. Summaries are due within one week of the date of that the recording for the session you missed is posted. You must provide appropriate documentation from the Pat Walker Health Center medical or CAPS staff to submit one of these papers.

Changes in Delivery: Face-to-face instruction may end at any time at the instructor’s discretion due to changing circumstances. If face-to-face drill sessions end before the Fall/Thanksgiving break, we will shift to the synchronous and asynchronous delivery options described above.

COURSE REQUIREMENTS

I. Class Preparation and Participation (20%): Our course is more than the time we spend in the classroom. It is therefore essential that you prepare thoroughly each day for class. You can expect to complete a given amount of reading before each class session and to spend additional time preparing daily assignments and conducting research, so be sure to schedule your time accordingly. We expect that you will attend each session and come to class having carefully read all assigned texts and viewed

in advance select performances. In the classroom, earning a high participation grade depends on faithful attendance, demonstrating careful preparation, and showing a willingness to contribute to class discussions in a manner that is constructive and respectful of your peers. If you are clearly unprepared or otherwise distract from the learning process (e.g. by sleeping, texting, or exhibiting disruptive behavior), you may be asked to leave and/or counted absent for the day.

II. Daily Journal (20%): For each class session, you will be asked to prepare a reading and/or view or listen to an artistic work. You will then be asked to write a *brief but substantive* response to one or more journal questions posted on the blackboard website. Usually, you will write more than a few sentences but less than a full page. The journal questions are designed to help you prepare for class discussions and to aid you in thinking about the larger module essay assignments.

III. Module Essays (60%): Over the course of the modules, you will be asked to write three substantive essays responding to questions for each of the course themes and utilizing a selection of the module texts. Each essay will constitute 20% of the course grade. You should reflect on the questions as you work through the module and then write an essay of approximately 7-10 pages typed, double-spaced in 12-point Times New Roman font. The essays are due at the end of each module according to the schedule below.

REQUIRED TEXTS

Bruce, Susan, ed. *Three Early Modern Utopias: Utopia, New Atlantis, and The Isle of Pines*. Oxford: Oxford University Press, 1998.

Dick, Philip K., *Do Androids Dream of Electric Sheep*. New York: Random House, 1968.

Endo, Shusaku, *Silence*. New York: Picador, 2016.

Lasch, Christopher, *The Revolt of the Elites and the Betrayal of Democracy*. Revised edition. New York: W. W. Norton, 1996.

Partnoy, Alicia, and Julia Alvarez. *The Little School: Tales of Disappearance and Survival*. 2nd edition. San Francisco, Calif: Cleis Press, 1998.

Other assigned texts will be available on Zotero (more info to come).

SYLLABUS

Please note that we reserve the right to make changes to this syllabus, including the schedule of assignments and the selected readings or artistic works. Course topics are also subject to change, and we welcome your feedback on potential topics. We recommend that you refer to the syllabus frequently and make careful note of any changes announced in class.

INCLEMENT WEATHER

In the event of inclement weather, students are asked to monitor closely their email and the blackboard website for updates about the status of class meetings. In general, if weather forces the Fayetteville School District to suspend operations, then class will be canceled.

ACADEMIC INTEGRITY

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://honesty.uark.edu> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

SCHEDULE OF READINGS AND ASSIGNMENTS

MODULE ONE: NEW WORLDS AND WORLDLY VISIONS

Tuesday, August 24	Introductions and a Primer on Modernity (Austin & Treat) <ul style="list-style-type: none"> Review course syllabus
Thursday, August 26	The Problem and Varieties of the Renaissance (Treat) <ul style="list-style-type: none"> Read Thomas More, <i>Utopia</i>, ix-48
Drill	Techniques for Thematic Research
Tuesday, August 31	Humanism, Expansion, and More’s <i>Utopia</i> (Austin) <ul style="list-style-type: none"> Read Thomas More, <i>Utopia</i>, 49-126
Thursday, September 2	Comparing “Conquests”: Portuguese and Spanish Americas (Austin) <ul style="list-style-type: none"> Hans Staden, <i>True History</i>, Chs. 18, 20-26, 34, 43
Drill	Utopian Visions <ul style="list-style-type: none"> Discuss Thomas More, <i>Utopia</i>, ix-126
Tuesday, September 7	Real Utopias in the “New World” (Austin) <ul style="list-style-type: none"> Francisco de Vitoria, “On the Evangelization of the Unbelievers” Begin reading selections from Guaman Poma de Ayala, <i>The First New Chronicle and Good Government</i> [1613] (2009)
Thursday, September 9	Indigenous Colonial Baroque (Austin) <ul style="list-style-type: none"> Continue Guaman Poma de Ayala, <i>The First New Chronicle and Good Government</i> [1613] (2009)
Drill	An Andean’s Vision of the New World <ul style="list-style-type: none"> Guaman Poma de Ayala, <i>The First New Chronicle and Good Government</i> [1613] (2009)
Tuesday, September 14	Tokugawa Japan and Conceptualizing the Reformation (Treat) <ul style="list-style-type: none"> Read Shūsaku Endo, <i>Silence</i>, Chapters 1-4
Thursday, September 16	Militant Catholicism in the Americas and Indigenous Responses (Austin) <ul style="list-style-type: none"> Read Shūsaku Endo, <i>Silence</i>, Chapters 5-10
Drill	Theodicy, Morality, and the Limits of Colonial Vision <ul style="list-style-type: none"> Discuss Endo, <i>Silence</i>
Tuesday, September 21	Plato’s Republic in the Jungle: Jaguars and Crosses (Austin) <ul style="list-style-type: none"> Selections from Antonio Ruíz de Montoya, <i>The Spiritual Conquest</i>

Thursday, September 23	Reason and Revelation: The Great Divorce (Treat) <ul style="list-style-type: none"> • Read Francis Bacon, <i>New Atlantis</i>
Drill	Baconian Science in the “New Atlantis” <ul style="list-style-type: none"> • Read Francis Bacon, <i>New Atlantis</i>

MODULE TWO: REVOLUTIONS OF KNOWLEDGE and POWER

Tuesday, September 28	Enlightenment and the State in England and France (Treat) <ul style="list-style-type: none"> • Read Rousseau, “Discourse on Inequality, The Second Part”
MODULE ONE ASSIGNMENT DUE on BB at 10:30am on Tuesday Sept. 28	
Thursday, September 30	Enlightenment, and Popular Reasoning in British North America (Treat) <ul style="list-style-type: none"> • Read Thomas Reid, “Of Common Sense” • Read Thomas Paine, <i>The Age of Reason, Part I (1-63)</i>
Drill	Religion, Reason, and Common Sense <ul style="list-style-type: none"> • Discuss Rousseau and Paine
Tuesday, October 5	Enlightened Colonialism: Race and Paint (Austin) <ul style="list-style-type: none"> • Ilona Katzew, “White or Black? Albinism and Spotted Blacks in the Eighteenth-Century Atlantic World” in <i>Envisioning Others: Race, Color, and the Visual in Iberia and Latin America, 142-186</i>. Available online through UARK Library Catalog.
Thursday, October 7	Enlightened Colonialism: Race and Space (Austin)
Drill	Reforming Society in the Enlightenment Era <ul style="list-style-type: none"> • Charles Walker, Chs. 1 and 3, <i>Shaky Colonialism: The 1746 Earthquake-Tsunami in Lima, Peru and Its Long Aftermath</i>
Tuesday, October 12	Atlantic Revolutions in Latin America (Austin) <ul style="list-style-type: none"> • Juan Pablo Viscardo, “An Open Letter to América”, 1791 • Read Collins, <i>The Synthetic Philosophy of Herbert Spencer</i>, Chapters 2 (I-V, XII-XVI), 18 (I-XV)
Thursday, October 14	The Limits of Knowledge and the Body Politic (Treat) <ul style="list-style-type: none"> • Read Collins, <i>The Synthetic Philosophy of Herbert Spencer</i>, Chapters 23 (I-VI, IX-XI) and 25 (all) • Rudyard Kipling, selected poems
Drill	The Evolutionary Society <ul style="list-style-type: none"> • Discuss Spencer and Rudyard Kipling, selected poems
Tuesday, October 19	Belief, Work, and Ethics in Social Darwinism (Treat) <ul style="list-style-type: none"> • Benedict Anderson, <i>Imagined Communities</i>, Introduction, Chs. 3, 8, 11
Thursday, October 21	Racial and National Identity in Meiji Japan (Treat) <ul style="list-style-type: none"> • Dikotter, Construction of Race in Japan • Fukase, Religious Nationalism and the Making of the Modern Japanese State

Drill	Emergence of Modern Nationalism <ul style="list-style-type: none"> • Discuss Anderson, <i>Imagined Communities</i>
Tuesday, October 26	Fall Break: No Class
Thursday, October 28	Creating Religious Identity in Meiji Japan II (Treat) <ul style="list-style-type: none"> • Susumu, State Shinto in the Lives of the People
Drill	<ul style="list-style-type: none"> • Religious and National Identity in Meiji Japan
MODULE THREE: THE AMBIGUITIES OF MODERNITY	
Tuesday, November 2	Comparing Frontiers / Alternative Nationalisms: Indigenismo (Austin) <ul style="list-style-type: none"> • Sarmiento, "Civilization and Barbarism"; Frederick Jackson Turner, "The Significance of the Frontier in American History"
MODULE 2 ESSAY DUE, T 2 November, 10:30am on BB	

Thursday, November 4	Neo-Colonialism and National Identity in Latin America (Austin) <ul style="list-style-type: none"> • Jose Martí, "Our America" and Rubén Darío, "Ode to Roosevelt"
Drill	The Gaze of Modern Empire <ul style="list-style-type: none"> • Deborah Poole, "Landscape and the Imperial Subject: U.S. Images of the Andes, 1859-1930"
Thursday, November 9	The American Century Casts a Shadow on the World (Treat) <ul style="list-style-type: none"> • Madison Grant, <i>The Passing of the Great Race</i>, 3-30, 41-43, 46-55, 76-80
Tuesday, November 11	Eugenics as Progressivism (Treat) <ul style="list-style-type: none"> • Evelyn Waugh, "Love among the Ruins"
Drill	Eugenics & Elitism <ul style="list-style-type: none"> • Discuss Grant, Waugh, song "I'm only a sterilized heiress," and hymn "Creation's Lord we give thee thanks."
Tuesday, November 16	Development in the Postwar World (Austin) <ul style="list-style-type: none"> • Alicia Partnoy, <i>The Little School</i>, pgs. 1 to 82 *(This book has references to rape and descriptions of torture. Dr. Austin will assign you an alternate reading if you have concerns. There is no need to explain, just inform him via email that you'll need an alternate reading.)
Thursday, November 18	The Cold War (Austin) <ul style="list-style-type: none"> • Alicia Partnoy, <i>The Little School</i>, pgs. 83 to end
Drill	State Violence <ul style="list-style-type: none"> • Alicia Partnoy, <i>The Little School</i>
Tuesday, November 23	The Cold War, Reconciliation, and Human Rights (Austin)
Thursday, November 25	Thanksgiving Break: No Class

Tuesday, November 30	The Postmodernist Challenge (Treat) <ul style="list-style-type: none"> • Read Christopher Lasch, <i>Revolt of the Elites</i>, Introduction, Chapters 1-5
Thursday, December 2	A Dystopian Future? (Treat) <ul style="list-style-type: none"> • Read Christopher Lasch, <i>Revolt of the Elites</i>, Chapters 8 and 13 • David Brooks, “How the Bobos Broke America”, 21 Sept 2021, <i>The Atlantic</i>
Drill	The Perils of Meritocracy <ul style="list-style-type: none"> • Discuss Lasch and David Brooks, “How the Bobos Broke America”
Tuesday, December 7	Living in a Modern World (Austin) <ul style="list-style-type: none"> • Philip K. Dick, <i>Do Androids Dream of Electric Sheep?</i>, Beginning to Ch. 11
Thursday, December 9	Living in a Modern World (Austin) <ul style="list-style-type: none"> • Philip K. Dick, <i>Do Androids Dream of Electric Sheep?</i>, Ch. 12 to end
Drill	<ul style="list-style-type: none"> • Philip K. Dick, <i>Do Androids Dream of Electric Sheep?</i>
MODULE THREE ESSAY DUE Tuesday, December 14, noon	

History of Christianity (Circa 4 BCE to 500 CE)
HIST 3003-001 (8725)
TuTH 3:30-4:45, Memorial Hall 0114

Instructor: John Treat
Office: Old Main 510
Office Hours: Thursdays 2:15 to 3:15 and 5:15 to 6:15 p.m. or by appointment.
Contact information: jdt015@uark.edu (Do not use my office phone. It is a shared line no one checks)

Course Objective

The goal of this course is to familiarize the student with key events in the first four centuries of Christianity. Attention will be given to the creation of the New Testament, the changing self-understanding of the church and its political, economic, social fortunes and to the evolution of Christian cultic praxis to help the student better understand the multiple forces that affected the development of the Christian religion. Students will be assessed on their mastery of these concepts through their participation in class discussion and by writing three papers on assigned topics.

Grading

<u>Assignment</u>	<u>Points Possible</u>
Participation	250
Paper 1: Exegesis of the Resurrection (Due Tuesday, Mar. 1)	250
Paper 2: Christianity and the Martyrs (Due Tuesday, Apr. 19)	250
Paper 3: Christian worship (Due Monday, May 9)	250
Total	1000

Grading Scale

A: 900-1000 D: 600-699
B: 800-899 F: Below 600
C: 700-799

Required Texts

Chadwick, *The Early Church*, revised edition (Penguin, 1993, ISBN: 9780140231991)
Johnson, *The New Testament: A Very Short Introduction* (Oxford, 2010, ISBN: 9780199735709)
Perrin, *The Resurrection According to Matthew, Mark, and Luke* (Fortress, 2006, ISBN: 9780800612481)
Bradshaw, *Early Christian Worship: A Basic Introduction to Ideas and Worship*, 2nd ed. (Liturgical Press, 2010) ISBN: 0814624294)
The Bible, (New Revised Standard Version of the Bible (NRSV)), available in print or free online.

Additional required readings are noted in the weekly schedule with a hyperlink to the text. The primary sources generally range from half of a page to 15 pages. While many of these texts are brief, they require careful reading and analysis if you are to be able to participate in our class discussions.

Participation and Attendance

Each week, you will receive a grade for your class participation encompassing both your questions and comments during lectures and your participation in the class discussions we will have each Thursday. Your lowest two grades out of 16 weeks will be dropped and the remaining 14 averaged to determine your final grade. You will receive interim participation grades in week 6 and week 12.

A	=	dynamic and informed participation
B	=	solid, consistent participation with evidence of a careful reading of the sources
C	=	occasional participation with evidence of having consulted the readings
D	=	present but not participating
O	=	not present and unexcused absence

A comprehensive explanation of attendance grading is available on Blackboard.

A sign in sheet will be circulated each class session. Since attendance is a graded activity, signing in for someone else is a matter of academic dishonesty and will be treated as such. Should illness, family emergency, or university athletic commitments keep you from attending class, you **MUST** provide appropriate documentation to the instructor to avoid receiving a zero. For documented, excused absences, you will receive 7.5 points for the day. Visit uofacares.uark.edu for more information on receiving assistance and proper documentation for absences due to illness and emergencies. Note: Since two weeks of participation grades will be dropped, these may be used strategically for skips

Promptness: Once the classroom door is closed, you have missed your chance to attend for the day and forfeited your points. Do not come in after the door is closed. If you have a legitimate excuse, as outlined above, follow the procedures you would for any other absence.

Papers

You will write three five-to-seven page (Times 12pt, 1 inch margin, double-spaced) papers during the course of the semester. The first paper will be a comparison of the accounts of the resurrection of Jesus in the gospels of Matthew, Mark, and Luke. The second will look at the place of martyrdom in the early church against evolving doctrinal ideas and a changing social landscape. The final paper will address the evolution of Christian worship. An instruction sheet will be provided for each paper giving specific information on the expectations for that particular assignment.

You are encouraged to bring your questions and draft papers to my office hours. I am willing to answer simple questions about papers by email, but will only review drafts or answer extensive questions that you bring to me in person during regular office hours or by appointment.

Papers are due electronically on Blackboard before class on the due date. Late assignments will be docked by 10 percent per day.

Contested Grades

If you believe that you have received a lower grade than you deserved on an assignment, please come to my office hours to discuss your grade, but only after at least 24 hours have elapsed. This gives time for your initial reactions to a grade to cool and time for me to be able to review your work with fresh eyes. Bring written points based on the assignment sheet showing why you feel that your grade was in error to make your case.

Academic Dishonesty

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

For further information, a useful video can be found at <http://honesty.uark.edu/students/>. Short summary: cheating (including plagiarism) will result in an F on the assignment, in the course, or possible dismissal from the U of A.

Intellectual Property

State common law and federal copyright law protect my syllabus and lectures. Students are not authorized to record my lectures or electronic presentations or to make any commercial use of them without express prior permission from me. Notes and lectures are for your personal use only.

Electronic Devices

All electronic devices should be muted and stored out of sight before class. If I see a cell phone, tablet, laptop, or other electronic device, you will be asked to leave for the day and will forfeit your participation points for the entire week. Electronic devices are allowed ONLY during class discussions.

ADA Notice

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the Center for Educational Access (479-575-3104 or <http://cea.uark.edu>). The center staff are very helpful and will assist you in documenting your condition and for arranging appropriate accommodations, which may include assigning a note taker to the class, arranging for longer examination times, or other helpful measures.

U of A Cares

If something bad happens in your personal life that will cause you to miss assignments or substantial portions of class, please contact U of A Cares (<http://uofacares.uark.edu> or 479-575-5004) in the Dean of Students Office. Staff can help you navigate troubles, connect you with resources, and contact all of your professors at once so you can stay on track academically.

Inclement Weather

If campus is closed, class will not be held. For those who live off campus, use your best judgment.

Class Norms of Behavior

Respect is key when discussing subjects that engender strong feelings. State your opinions and make your arguments as strongly as possible, but only do so based on historical evidence and solid reasoning. Argue with positions, not other class members. Attacking another class member rather than his or her argument will affect your participation grade and, in some cases, may result in you being asked to leave the course for the day.

Syllabus Changes

The syllabus may change at any point in the course at the instructor's discretion.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

Follow the directions of the instructor or emergency personnel
Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

CALL- 9-1-1

AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.

DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Tentative Schedule

Week 1 (Jan. 19 & 21) Introduction to the Course and the Cultural Context of Early Christianity

Johnson, *The New Testament*, Chapter 1 and Chronology (1-7, 129-130)

Bible: Nehemiah 8 (full chapter)

Lee I. Levine "The Nature and Origin of the Palestinian Synagogue Reconsidered." *Journal of Biblical Literature* 115, no. 3 (October 1, 1996): 425–48.

<http://0-www.jstor.org.library.uark.edu/stable/3266895>

Bernadette J., Brooten, "Female Leadership in the Ancient Synagogue," in *From Dura to Sepphoris*. Ed. Ze'ev Weiss and Lee Levine. *Journal of Roman Archaeology Supplementary series* 40 (2000) 215–223.

http://people.brandeis.edu/~brooten/Articles/Female_Leadership_in_the_Ancient_Synagogue.pdf

Optional: Chadwick, *The Early Church*, Chapter 1 (9-31)

Discussion: The Temple, the synagogue, and the role of women.

Week 2 (Jan. 26 & 28) An Overview of the New Testament and the Person of Jesus

Johnson, *The New Testament*, Chapters 2-6 (8-59)

Bible: Matthew 1-3, 5-7; Mark 1, 11:12-26; Luke 1-3, 6:17-49

Discussion: "Who do men say that I am?": What Do the Gospels Say about Jesus?

Week 3 (Feb. 2 & 4) Paul

Johnson, *The New Testament*, Chapters 7-8 (60-94)
Bible: I Thessalonians, Galatians 3-5, Romans 1, 6, 9, 11

Discussion: “One Untimely Born”: How Did Paul Understand Jesus and the Church?

Week 4 (Feb.9 & 11) Johannine Literature and Apocalyptic

Johnson, *The New Testament*, Chapters 9-11 (95-125)
Bible: Mark 13; John 1:1-18, 8:31-59, 15:1-27; Revelation 17:1-18
Perrin, *The Resurrection*, begin reading

Discussion: “Prepare Ye the Way of the Lord”: What Does John Say About Jesus and the Coming of the Kingdom?

Week 5 (Feb. 16 & 18) The Resurrection

Perrin, *The Resurrection*, entire book (ix-84)
Bible: Mark 16:1-20 (Read Mark first to compare his simplicity to Matthew and Luke), Matthew 27:55-28:20, Luke 22:1-24:53

Discussion: “And There Was Darkness over All the Land”: How Do the Resurrection Accounts Differ?

Week 6 (Feb. 23 & 25) The Gnostics

Chadwick, *The Early Church*, Chapter 2, “The Gnostics,” (32-45)
André Gagné, “The Gospel of Thomas and Christian Origins”
<http://www.themontrealreview.com/2009/The-Gospel-of-Thomas-and-Christian-Origins.php>

The Gospel of Thomas

<http://www.earlychristianwritings.com/text/thomas-lambdin.html>

Karen L. King, *The Gospel of Mary of Magdala: Jesus and the First Woman Apostle*
by Karen L. King (Polebridge Press, Santa Rosa, California, 2003), pp. 3-12

<http://www.gnosis.org/library/GMary-King-Intro.html>

The Gospel of Mary Magdalene

<http://gnosis.org/library/marygosp.htm>

First participation grade report

Discussion: “Who do men say that I am?”: Where to Gnosticism and Proto-Orthodoxy Differ?

Week 7 (Mar. 1 & 3) Early Christian Communities

Chadwick, *The Early Church*, Chapter 3 (54-73)
Bible: I Corinthians 1-2, 5, 9, 11, 12; Galatians 3:23-29; I Timothy 3-6; James 2-6; I Peter 2-3

First paper (The Resurrection) due on Blackboard by the beginning of class on March 1)

Discussion: “Varieties of Gifts”: How Do Church Government and Norms Change in the First Century?

Week 8 (Mar. 8 & 10) The Apostolic and Ante-Nicene Fathers

Chadwick, *The Early Church*, Chapters 4-5 (74-93)

Ignatius of Antioch (From Ante-Nicene Fathers, Vol. 1. Edited by Alexander Roberts, James Donaldson, and A. Cleveland Coxe. (Buffalo, NY: Christian Literature Publishing Co., 1885.))

Ephesians

<http://www.newadvent.org/fathers/0104.htm>

Smyrnaeans

<http://www.newadvent.org/fathers/0109.htm>

Didache, Chapters 12-16

Kirsopp Lake, *The Apostolic Fathers* (Loeb Classical Library 1912)

<http://www.earlychristianwritings.com/text/martyrdompoly carp-lake.html>

Discussion: “There Is the Catholic Church”: What Changes as the Church Becomes an Institution?

Week 9 (Mar. 15 & 17) Toward Toleration and Martyrdom

Chadwick, *The Early Church*, Chapter 8 (125-132)

The Creed and Canons of the Council of Nicea (From *Nicene and Post-Nicene Fathers*, 2nd ser., vol. 14. Edited by Philip Schaff and Henry Wace. (Buffalo, NY: Christian Literature Publishing Co., 1900.))

<http://www.newadvent.org/fathers/3801.htm>

The Maccabean Martyrs, II Maccabees 7, 12:38-46

<https://www.biblegateway.com/passage/?search=2+maccabees+7&version=NRSV>

The Martyrdom of Stephen, Acts 7:1, 7:39-8:3

The Martyrs in Heaven, Revelation: 7:9-17

The Martyrdom of Polycarp

Kirsopp Lake, *The Apostolic Fathers* (Loeb Classical Library 1912)

<http://www.earlychristianwritings.com/text/martyrdompoly carp-lake.htm>

Discussion: How Does Church Polity Change from the Second to Fourth Centuries? How Does the Idea of Martyrdom Change in the First and Second Centuries?

Week 10 (Mar. 22 & 24) Spring Break

Week 11 (Mar. 29 & 31) Establishment, the Development of Doctrine and the Cult of the Martyrs

Chadwick, *The Early Church*, Chapters 10, 11, 13, 16 (152-159, 160-173, 184-192, 237-247)

The Martyrdom of Perpetua and Felicity (From W.H. Shewring, trans. *The Passion of Perpetua and Felicity*, (London: 1931)).

<http://www.fordham.edu/Halsall/source/perpetua.asp>

The Martyrdom of Marinus, Eusebius, Ecclesiastical History, Book VII, Chapter 15 (From Nicene and Post-Nicene Fathers, Second Series, Vol. 1. Edited by Philip Schaff and Henry Wace. (Buffalo, NY: Christian Literature Publishing Co., 1890.)).
<http://www.newadvent.org/fathers/250107.htm>

The Pilgrimage of Egeria (Etheria), 32-33, 42-44 (From M.L. McClure and C. L. Feltoe, ed. and trans. *The Pilgrimage of Egeria* (London: Society for Promoting Christian Knowledge, 1919)).
<http://www.ccel.org/m/mcclure/etheria/etheria.htm>

Pope Damasus and the Roman Martyrs

Marianne Saghy, "Renovatio Memoriae: Pope Damasus and the Martyrs of Rome," in *Rom in der Spätantike. Porträt einer Epoche*, ed. Manfred Fuhrmann. (Artemis and Winkler, 1998): 247-261

https://www.academia.edu/6429997/Renovatio_memoriae_Pope_Damasus_and_the_Martyrs_of_Rome

Discussion: How does the Cult of the Martyrs Function in the Third and Fourth Centuries? Is it a Logical Growth from the Practices of the First and Second Centuries?

Week 12 (Apr. 5 & 7) Introduction to Christian Art and Worship

Chadwick, *The Early Church*, Chapter 18 (258-285)

Magnificat (the song of Mary, Luke 1: 46-55)

Worthy is the Lamb, Revelation 5:11-14

On celebrating the Eucharist, I Corinthians 11:17-34

Ambrose of Milan, "Æterne rerum conditor" (hymn)

<http://www.preces-latinae.org/thesaurus/Hymni/AeterneRerum.html>

The Pilgrimage of Egeria (Etheria) (63-85)

<http://www.ccel.org/m/mcclure/etheria/etheria.htm>

Discussion: Egeria is writing a travelogue, not a theological treatise, what does she tell us about the evolution of Christian practice that other authors have not?

Week 13 (April 12 & 14) Baptism

Bradshaw, *Early Christian Worship*, Part II (38-69)

Ambrose of Milan, *De Mysteriis*, Chapters 1-7 (45-63)

https://www.crossroadsinitiative.com/library_article/657/On_the_Mysteries_St_Ambrose_on_the_Sacraments.html

Discussion: (Brief) How Did the Understanding of Baptism as Initiation and Regeneration Develop over the Period We Have Studied?

Week 14 (April 19 & 21) The Eucharist

Bradshaw, *Early Christian Worship*, Part II (2-37)

Didache, Chapters 6-10, 14

Kirsopp Lake, *The Apostolic Fathers* (Loeb Classical Library 1912)

<http://www.earlychristianwritings.com/text/didache-lake.html>

Justin Martyr, *First Apology*, Chapters 65-67 (i.e. LXV-LXVII) (From Peter Kirby, "Historical Jesus

Theories." *Early Christian Writings*, accessed 19 Aug. 2015)

<http://www.earlychristianwritings.com/text/justinmartyr-firstapology.html>

Ambrose of Milan,

De Mysteriis, Chapters 1, 8-9 (45-46, 63-73)

<https://archive.org/stream/stambroseonmyste00ambr#page/106/mode/2up>

Anonymous, On the Sacraments, Book IV, Chapters III-VI (107-116) (From

<https://archive.org/stream/stambroseonmyste00ambr#page/106/mode/2up>

(Ambrose and Anonymous from Ambrose, Saint, Tom Thompson, James Herbert Strawley, and Saint Ambrose. *St. Ambrose. "On the Mysteries" and the Treatise, On the Sacraments, by an Unknown Author*, Tom Thompson and James Herbert Strawley, trans. (London: Society for promoting Christian Knowledge)

Discussion: How Does the Idea of the Eucharist Change from the First to Fourth Centuries? Are the Ideas of the Real Presence and of Clerical Control of the Sacraments an Innovation?

Second participation grade report.

Second paper (Christianity and the Martyrs) due on Blackboard by the beginning of class on April 19.

Week 15 (Apr. 26 & 28) Liturgical Prayer

Bradshaw, *Early Christian Worship*, Part III (70-93)

The Pilgrimage of Egeria (Etheria) (45-52)

<http://www.ccel.org/m/mcclure/etheria/etheria.htm>

John Cassian, Conference 10, Chapters 10 and 11 (See cite at bottom of web page)

<http://www.osb.org/lectio/cassian/conf/book1/conf10.html#10.10>

Rule of St. Benedict, Chapters 17-20 (From Saint *Benedict's Rule for Monasteries*, Leonard J. Doyle OblSB, trans. (Collegeville, MN: Liturgical Press, 2001)

<http://www.osb.org/rb/text/toc.html>

Discussion: What was the Role of Liturgical Prayer in the First Four Centuries? What Was Inherited and Appropriated from Other Sources?

Week 16 (May 3 & 5) Catching Up and Concluding

Chadwick, *The Early Church*, Chapters 14, 15, and Conclusion (192-236, 285-290)

Discussion: "As it Was in the Beginning": What Are the Significant Points of Continuity and Rupture in the Centuries We Have Covered? Would the Disciples of Jesus Recognize the Fourth-Century Church?

December 11 - Dead Day

FINAL PAPER DUE MONDAY, May 9 by 5:00 p.m.

Appendix 2

Select Student Comments from Anonymous Evaluations

Honors Humanities Project III (Fall 2017-2021)

“Dr. Treat is just an interesting person to have a conversation with. Since he taught the drill section of my course, this came in handy! He is knowledgeable about his subject, yet readily admits when he is unfamiliar with a topic, a rare and important quality in a university professor. In the event that he is not as familiar with the topic of a question, he gives the student resources to answer the question instead of attempting to fake his way through it. I also personally loved that he was up to date with pop culture, particularly for a professor. It made him much more likable to *the youths* of my section and gave us a broader range of topics to connect on. Overall, an excellent professor and if he were to teach another course, I would take it!”

“John Treat is a super-intelligent man, it is almost a little frightening that one person can hold that much information in their brain. What is even scarier is the fact that he holds all this information and still manages to teach it in a complete understanding format that makes sense and is comprehensible. He really cares about what he teaches and he is super interested in what his students have to say. He wants us to take risks and even if what we say isn't super profound he is still interested which is super nice and really embodies how teachers should approach all classrooms.”

Secrets: Texts of Western Esotericism (Spring 2020)

“This class was an absolute blast. I knew it would be, but I didn't know the extent of the fun I would have. With everything that happened this semester, this course was a shining light in a dark sea of uncertainty. I [had the] freedom here to express my wildest ideas and had the security to believe, that no matter how crazy, my ideas would be taken seriously. I cannot stop talking about how much I loved our time together. Thank you.”

Honors University Perspectives Students (Fall 2017, 2020, 2021)

“Dr. Treat has a passion for students--that is evident in his teaching style and the way he chooses to engage in our lives outside of class. I believe he has a great deal of knowledge on the honors college and all its resources and introduced me to many key components I will need in the future. I would highly recommend him to anyone taking this course in the future.”

“Professor Treat is a unique professor in that his class is mainly based on his interactions and recommendations with the college environment and preparing for a career. John Treat is an amazing professor who allowed me to complete the class in a way that suited best for me. I completed the class for the most part asynchronously which was great for me because I like pausing the lecture to jot down more in depth notes that I would only be able to get at my own pace. Professor Treat is very intellectual and his class reflects this. He has provided outlets as how to be a better student and more importantly how to succeed more in society. I hold him with my utmost respect.”

Build Your Brand (Fall 2019)

“Dr. Treat, thank you so much for always being so encouraging. Thank you for taking interest in trying to learn more about my major and what I want to do and why I want to do it. These are real life skills that I will use one day I appreciate knowing the fact that you’ll be in my corner more than anything. I hope we can keep in touch and that I can help to expand this side of your network one day. Thanks so much.”

History of Christianity (Fall 2015, Spring 2016)

“You were one of my favorite professors that I have had at the University thus far. Throughout the semester, you were always available to meet with me to discuss papers and my grades. Even though I went through a lot this semester and it has been difficult, you were extremely understanding and worked with me to help me catch up. I am so appreciative and grateful that I had you as my professor to explain the history of my religion and give me a better understanding of how Christianity was developed. My critical thinking has been challenged and that isn't something all professors can make happen, so for that I thank you. I wish you the best!”

U.S. History to 1877 (Spring 2016)

“You are a very good professor, and I'm impressed at your ability to make a 3 hour long course more than tolerable for someone with a short attention-span. Thank you.”

“Professor Treat teaches this class in an incredibly riveting way, he makes the students really take a step back and evaluate their own ideas of history. I loved this class.”

U.S. History Since 1877 (Fall 2013, Spring 2014, Fall 2015)

“Mr. Treat is an excellent professor who is passionate about the material he teaches. He is always available for help when needed.”

“I love your class. It is so interesting, and even though I am not American I got a lot interested on American History. It would be awesome if other professor have the same passion teaching as you do.”

“I have a tendency to be bad at history in general but have maintained a good grade in the class for the entire semester because you teach the material well even though it's a survey class. Great job, I've enjoyed it. The fact that you relate it to what was happening around here in history also makes it interesting since that was actually something I've complained to teachers about not doing in the past.”