



Malyon
THEOLOGICAL COLLEGE

**Master of Arts (Ministry/Theology)
and Related Programmes**

**TH789-4i and TH789-6i
Theology Seminar:
The History of
Heresy**

29 January – 1 February 2019

Malyon College
is an approved institution of the
Australian College of Theology

TH789-4i and TH789-6i are offered by Malyon College as part of the
Master of Arts (Ministry/Theology) and Related Programs.
This unit is an accredited award of the Australian College of Theology (ACT) and
is authorized for distance and contact delivery by Malyon College.

MALYON COLLEGE

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we've learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24-hour access to the campus. All our awards are accredited through the Australian College of Theology.

The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters' degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner's reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:

- (1) the Anglican Primate of Australian and the Dean of the ACT,
- (2) the principals of 10 Anglican Theological Colleges,
- (3) 21 persons elected by the House of Bishops of the General Synod,
- (4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
- (5) 5 graduates holding an ACT research degree,
- (6) 5 graduates holding any other degree of the ACT.

UNIT DETAILS

Unit Description

This unit covers the history of heresy with a particular focus on the emergence of orthodoxy and heresy in the early church. The primary contents of the course include the origins of heresy and orthodoxy in Judaism and the Greco-Roman world, Paul and his opponents, unity and diversity in the early church, the emergence of second-century heretical groups, Christian responses to heresy, the Arian controversy, and contemporary heresies today.

Credit Points

This unit is valued at 4 cps for the 32 cps MA courses, and 6 cps for the 48 cps MA course.

Co- and Pre-Requisites

None.

Exclusions

None.

Learning Outcomes

On successful completion of this unit, students will

Know and understand:

1. Specialised problems and issues related to the emergence of orthodoxy and heresy in the early church.
2. Research principles and methods used in the study of orthodoxy and church history.

Be able to:

1. Investigate specialised problems and issues related to doctrinal controversies in the patristic, medieval, reformation, and modern periods.
2. Present specialised knowledge of orthodoxy and heresy, with its various ideas and principles, to professional and (as appropriate) non-professional audiences.
3. Exhibit an ability to critically utilize secondary literature related to church history and early Christian thought.

Be in a position to:

1. Apply specialised understanding of orthodoxy and heresy in situations and issues in Christian life, ministry settings and the contemporary world.
2. Consider the theological and pastoral implications of discourses about orthodoxy and heresy.

Workload Requirement

A 4-cps unit is reckoned at a notional time value of 130 hours (10 hours per week over 13 weeks). A 6-cps unit is reckoned at a notional time value of 195 hours (15 hours per week over 13 weeks).

Assessment requirements

Students shall complete the following assessment items, details of which are presented in this Unit Guide. :

1. Book Reviews.
2. Written Sermon.
3. Research Essay.

In addition, all students must note the following:

1. *Students will be expected to **attend all lectures**, and may fail the unit if they do not.*
2. ***Failure to submit the first assessment item by no later than Monday 28 January will automatically exclude a student from the unit.***

Textbook

Hultgren, Arland, and Steven A. Haggmark. *The Earliest Christian Heretics: Readings from Their Opponents*. Minneapolis, MN: Fortress, 1996.

Lecture Schedule

Intensive Week Dates

The intensive will run for the week **29 January to 1 February**.

Students should note that, in terms of ACT and Malyon College requirements, permission will not be granted for late arrival and/or early departure.

Lecture Program

	Tuesday 29 January	Wednesday 30 January	Thursday 31 January	Friday 1 February
09:00-10:30	Heresy and Orthodoxy	Heresy in the Later New Testament	Meet the Gnostics	The Arian Controversy
	Morning Tea			
11:00-12:30	Paul and His Opponents	Early Heresies	3 "M's" of Heresy	Rivals to Chalcedon Christology
	Lunch Break			
13:30-14:45	Seminar 1	Seminar 2	Seminar 3	Seminar 4
	Afternoon Tea			
15:00-17:00	Doc Study: Pastoral Epistles Ignatian Letters	Doc Study: Gospel of Thomas Gospel of the Ebionites	Doc Study: Letter to Flora Gospel of Truth	Doc Study: Creeds from AD325-80

UNIT LECTURER



Michael grew up in Brisbane before joining the Army and serving as a paratrooper, intelligence operator, and then chaplain's assistant. It was during his time in the military that he came to faith from a non-Christian background and soon after felt a call to ministry. He graduated with a BMin from Malyon College (2001) and Honours and PhD from the University of Queensland (2002, 2005). Michael taught New Testament at the Highland Theological College in Scotland (2005-9), before joining Brisbane School of Theology (2010-12). He joined the faculty at Ridley as lecturer in Theology in 2013.

Michael describes himself as a 'biblical theologian' who endeavours to bring together biblical studies and systematic theology. He believes that the purpose of the church is to 'gospelize,' that is to preach, promote, and practice the Gospel-story of the Lord Jesus Christ. Remembered by students for his mix of outlandish humour and intellectual rigor, he makes theology both entertaining and challenging.

As an industrious researcher, Michael has written and edited over thirty books in the fields of the Septuagint, Historical Jesus, Gospels, Paul, Biblical Theology, and Systematic Theology. His book, 'Evangelical Theology,' is an attempt to develop a gospel-based theology that promotes the advance of the gospel in Christian life and thought. He is the co-editor of the New Covenant Commentary Series, an associate editor for Zondervan's The Story of God Bible Commentary, and an elected member of the Studiorum Novi Testamenti Societas (the international society of New Testament scholars). He speaks often at conferences in the Australia, the UK, and USA, and is currently working on a New Testament Introduction co-authored with N.T. Wright. He also runs a popular blog called Euangelion.

Email: m.bird@ridley.edu.au
Twitter: @mbird12
Blog: <http://www.patheos.com/blogs/euangelion/>

UNIT ASSESSMENT

Assessment Instructions

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.
2. The current **Student Assignment Guide** is available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.
3. With respect to **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 10% over the word limit and may be required to resubmit the assignment in terms of the stipulated word length.
4. With respect to the **List of References**, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
 - a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
 - b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.

Grade Criteria

Candidates in Master's courses will be expected to demonstrate superior knowledge and skills in their analysis of texts and ideas, and to arrive at independent judgements appropriate to early postgraduate level in their select area of study. Candidates are expected to demonstrate a developing capacity for further postgraduate research.

Guidelines pertinent to each grade listed above are as follows:

Pass

The candidate demonstrates a pronounced ability to engage primary sources, a sound grasp of the foundational features of the discipline as that intersects with the topic, and an ability to critically evaluate a range of scholarly viewpoints.

Credit

The candidate demonstrates a pronounced ability in the analysis of primary sources and in the tasks of evaluating and assessing empathically a range of scholarly points of view, and evidences ability to arrive at genuinely independent scholarly judgments in a select area of study.

Distinction

The candidate demonstrates superior ability in the analysis and critique of primary sources and ideas in dialogue with a wide range of scholarly points of view reporting these empathically, to the extent that genuinely independent scholarly judgments are beginning to emerge in a select area of study.

High Distinction

The candidate demonstrates superior knowledge and skills in the analysis and critique of primary sources and ideas, and evidences genuinely independent scholarly judgments appropriate to early postgraduate level in a select area of study.

The learning outcomes of MA essays differ from the outcomes expected in the higher research degrees in that the following are *not* expected in MA essays:

1. Advanced critical or synthesizing ability.
2. A comprehensive and penetrating assessment of scholarly literature.
3. The sustaining of extended and sophisticated argument.
4. The emergence of a creative or original contribution.

***A 50% average over all the items of assessment is needed to pass the unit.
All items of assessment must be submitted for an overall pass to be achieved.***

ASSESSMENT REQUIREMENTS

Requirement 1: Book Reviews

Students are to submit two book reviews from the list of books on the approved list below.

In addition to the submission of 3000-words, students will be required to present a 15-20 minute PowerPoint presentation on each of the two books reviewed. These presentations will be timetabled into the seminar slot each day of the intensive.

The book review should include the following:

1. A summary of the book.
2. A critical evaluation of the book.
3. Discussion of the significance, relevance, and application of the book.

Length: 3000 total (1500 words per review)

Due: Monday 28 January by electronic submission on Moodle

Mark allocation: 40%

Seminar 1: Tuesday

Dunn, James D. G. *The Unity and Diversity of the New Testament: An Inquiry into the Character of Earliest Christianity*. 3rd ed.; London: SPCK, 2006.

Hultgren, Arland J. *The Rise of Normative Christianity*. Eugene, OR: Wipf & Stock, 2004.

Robinson James M., and Helmut Koester. *Trajectories through early Christianity*. Philadelphia: Fortress, 1971.

McGrath, Alister E. *Heresy: A History of Defending the Truth*. San Francisco: Harper One, 2009.

Seminar 2: Wednesday

Bauer, Walter. *Orthodoxy and Heresy in Earliest Christianity*. Philadelphia: Fortress, 1971.

Robinson, Thomas A. *The Bauer Thesis Examined: The Geography of Heresy in the Early Christian Church*. Lewiston, NY: Edwin Mellen, 1988.

Ehrman, Bart D. *Lost Christianities: The Battle for the Scriptures and the Faiths We Never Knew*. Oxford: OUP, 2005.

Köstenberger, Andreas., and Michael J. Kruger. *The Heresy of Orthodoxy: How Contemporary Culture's Fascination with Diversity Has Reshaped our Understanding of Early Christianity*. Wheaton, IL: Crossway, 2010.

Kruger, Michael J. *Christianity at the Crossroads: How the Second Century Shaped the Future of the Church*. London: SPCK, 2017.

Seminar 3: Thursday

Brakke, David. *The Gnostics: Myth, Ritual, and Diversity in Early Christianity*. Cambridge: Harvard University Press, 2012.

Haar, Stephen. *Simon Magus: The First Gnostic?* Berlin: Walter de Gruyter, 2003.

Williams, Michael A. *Rethinking "Gnosticism": An Argument for Dismantling a Dubious Category*. Princeton, NJ: Princeton University Press, 2001.

Seminar 4: Friday

Edwards, Mark. *Catholicity and Heresy in the Early Church*. London: Ashgate, 2009.

Lieu, Judith. *Marcion and the Making of a Heretic: God and Scripture in the Second Century*. Cambridge: CUP, 2015.

Williams, Rowan. *Arius: Heresy and Tradition*. Grand Rapids, MI: Eerdmans, 2002.

Requirement 2: Written Sermon

Students are to write a short sermon/talk on a heresy mentioned in the New Testament with a view to alerting a congregation to its dangers and its relevance to their situation.

The sermon should include a catchy intro, overview a heterodox teaching reported in the New Testament, explain the heresy, and identify its relevance and application to contemporary audience.

Length: 1000 words

Due: Thursday 28 February by electronic submission on Moodle

Mark allocation: 10%

Requirement 3: Research Essay

*** CONFIRM THAT YOU HAVE CHECKED THE CORRECT
WORD LENGTH FOR YOUR LEVEL OF STUDY ***

Students are to research and write an essay on ONE of the following topics:

1. "Orthodoxy is just the side that won the struggles for power." Discuss.
2. "Paul was more popular among the heretics than among the proto-orthodox churches." Discuss.
3. Who were the Ebionites and what did they believe?
4. How and when did adoptionist christology arise?
5. To what extent did John's Gospel give energy and legitimation to the Montanist movement?
6. What influence did Marcion have on the formation and canonisation of the NT?
7. How did Gnosticism begin and why was it so popular?
8. What would the church have looked like if Arius had won?
9. What are the most prevalent modern expressions of heresy and how should we respond to them?

Length:

TH789-4i = 3000 words

TH789-6i = 4000 words

Due: Tuesday 30 April by electronic submission on Moodle

Mark allocation: 50%

UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

	1.	2.	3.	4.
Graduate Attribute 1: Personal Formation – 'Shepherds with God's heart'				
a. Is secure in God, living in the truth and freedom of the gospel			✓	
b. Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines				✓
c. Intentionally plans for growth, being aware of personal strengths and weaknesses				✓
d. Grows spiritual, personal and relational health, especially through accountability			✓	
e. Is committed to influencing and serving others in the church and the world		✓		
Graduate Attribute 2: Theological Formation – 'Knowledge and understanding of God's heart'				
a. Understands the 'big story' of the Bible and the gospel		✓		
b. Is personally able to interpret and apply the Bible	✓			
c. Is formulating a biblical, historical and contemporary theology	✓			
d. Reflects biblically and theologically on life and practice	✓			
d. Is committed to communicating and demonstrating the gospel	✓			
Graduate Attribute 3: Ministry Formation – 'Knowledgeable and wise shepherds'				
a. Has a godly influence on others	✓			
b. Possesses the knowledge and skills needed for chosen ministry path	✓			
c. Ministers and communicates the gospel with clarity in a range of contexts	✓			
d. Works well in a team and intentionally does so				✓
e. Is committed to servant leadership and the mentoring of others				✓
1. A major thrust of this unit		2. A contribution that this unit should make		
3. A possible function of this unit, but not targeted		4. An unlikely product of this unit		

Note: Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon's courses will tend to be most developed in Graduate Attribute 2.

RECOMMENDED READINGS

The list below provides the learner with references that relate to the unit material and topics under consideration.

- Bauer, Walter. *Orthodoxy and Heresy in Earliest Christianity*. Philadelphia: Fortress, 1971.
- Brakke, David. *The Gnostics: Myth, Ritual, and Diversity in Early Christianity*. Cambridge: Harvard University Press, 2012.
- Dunn, James D. G. *The Unity and Diversity of the New Testament: An Inquiry into the Character of Earliest Christianity*. 3rd ed.; London: SPCK, 2006.
- Edwards, Mark. *Catholicity and Heresy in the Early Church*. London: Ashgate, 2009.
- Ehrman, Bart D. *Lost Christianities: The Battle for the Scriptures and the Faiths We Never Knew*. Oxford: OUP, 2005.
- Haar, Stephen. *Simon Magus: The First Gnostic?* Berlin: Walter de Gruyter, 2003.
- Hultgren, Arland J. *The Rise of Normative Christianity*. Eugene, OR: Wipf & Stock, 2004.
- Köstenberger, Andreas., and Michael J. Kruger. *The Heresy of Orthodoxy: How Contemporary Culture's Fascination with Diversity Has Reshaped our Understanding of Early Christianity*. Wheaton, IL: Crossway, 2010.
- Kruger, Michael J. *Christianity at the Crossroads: How the Second Century Shaped the Future of the Church*. London: SPCK, 2017.
- Lieu, Judith. *Marcion and the Making of a Heretic: God and Scripture in the Second Century*. Cambridge: CUP, 2015.
- McGrath, Alister E. *Heresy: A History of Defending the Truth*. San Francisco: Harper One, 2009.
- Robinson James M., and Helmut Koester. *Trajectories through early Christianity*. Philadelphia: Fortress, 1971.
- Robinson, Thomas A. *The Bauer Thesis Examined: The Geography of Heresy in the Early Christian Church*. Lewiston, NY: Edwin Mellen, 1988.
- Williams, Michael A. *Rethinking "Gnosticism": An Argument for Dismantling a Dubious Category*. Princeton, NJ: Princeton University Press, 2001.
- Williams, Rowan. *Arius: Heresy and Tradition*. Grand Rapids, MI: Eerdmans, 2002.

ACT POLICIES AND PROCEDURES

Key Policies

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
2. Academic Misconduct Policy.
3. Academic Appeals Policy.

Accessing Documents

These and other policy documents are publicly available in the following handbooks, through links on ACT's home page (www.acttheology.edu.au):

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the 'Recent Updates' link found on the ACT website.