

# Online Course Syllabus

**KNH2010HF – History of Christianity II (843-1648)**

**Knox College**

**Toronto School of Theology**

**Summer 2017**

**May 1 - June 9**

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## ***Instructor Information***

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## ***Course Identification***

Course Number: KNH2010HF  
Course Name: History of Christianity II (843-1648)  
Course Location: Online  
Class Times:  
Prerequisites: KNH101HF; or any TST History of Christianity I course, or equivalent

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## ***Course Description***

This course will study the period from 843 to 1648, with a primary focus on the developments in Western European Christianity. Specific topics can be seen through the choice of lectures.

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## ***Course Resources***

### **Required Course Texts/Bibliography**

**Text:** Kenneth G. Appold, *The Reformation: A Brief History* - available at Crux Books ; or can be purchased from an online retailer.

Assigned readings will be on Blackboard.

**Resources:** The UofT Library website has excellent links to help you, including help on writing essays, referencing, and how not to plagiarize.

### **Course Website(s)**

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>.

## LOGGING INTO YOUR BLACKBOARD COURSE

1. Enter the university's Blackboard portal <http://portal.utoronto.ca>.
2. It is recommended that you enter the Blackboard port using **Mozilla Firefox** as web browser (not Explorer). To install Firefox on your computer, go to [www.getfirefox.com](http://www.getfirefox.com) and click on Download Firefox, then click Run.
3. The Blackboard portal requires that you log-in using your UTORid and password. (Students enrolling in a course via ROSI will be automatically enrolled in their Blackboard courses within 24-48 hours.)
4. Next click on Log In. If you have any problems, please contact [portal.help@utoronto.ca](mailto:portal.help@utoronto.ca) and they will help direct your query to the appropriate department.
5. After logging into the portal, you will see a panel of modules, hotspots and tools. The panel called My Courses Panel should contain the name of this course. Click on the course title.
6. This will take you to the Announcements section of your course. Please read this week's announcement, if there is one. (Note that the tabs labeled "view last 7 days," "view last 30 days," "view all," refer to the announcements for the duration of the course.)
7. Take time to review the Course Menu on the left side of the screen. This gives you access to the Course Documents button, where you will find the documents for this course.

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## COURSE LEARNING OBJECTIVES

### *Background expectations:*

To succeed in this course students will need a background knowledge in history and historical method. An introductory course in the history of Christianity (for example Global Christian history or History of Christianity I) is a requirement. Students specifically will already

- be able to distinguish between primary and secondary sources (and define both terms)
- be able to define the term "bias" and how this concept is crucial in understanding history
- be able to construct a historical argument at least at an introductory level

In successfully completing this course a student will be able to:

- Demonstrate ethical behaviour, taking responsibility for the expectations of the course and showing respect and a willingness to listen in the learning atmosphere including class discussions and small groups
- Demonstrate knowledge of the topics covered by the course
- Demonstrate knowledge of the methods used in historical study:
  - Define historiography and demonstrate an introductory awareness of the historiography of a particular topic
  - Effectively construct an historical argument using secondary sources and primary sources
- Describe reformed distinctives which grew out of the reformation period
- Identify different spiritual practices in the history of the church
- Demonstrate the skills necessary for graduate level study of the history of Christianity:
  - Gather and select information from reading appropriate to task assigned
  - Communicate clearly in both oral and written forms, using good organizational formats and proper research formats

- Show a willingness to assess one's own work

## Online learning: A guide to success – History of Christianity II, spring 2017

As you know, this course will be taught online. There are advantages to this (you don't have to travel) but also disadvantages (there is no set time for class and it's easy if a week is busy to put off the online course until...).

Successful online learning requires self-discipline.

Please note as well that this is an intensive online course: we will be cover in 6 weeks what would normally be covered in a 12 week semester. There is also some time after the teaching to complete assignments.

Each week you will be required to listen to two lectures. The lectures are vital for two components in the course for overall learning and specifically the final examination.

Each week will begin on the Monday.

### Lectures

My suggestion would be that you block time - **now** - for the lectures each week. These will take about 90 minutes each with two in a week. Put it in your calendar and defend it. If that time doesn't work, put in another time. Do not miss a week - you will fall behind, and it will not be easy to catch up.

1. Before each lecture: Read the class readings (but, don't take extensive notes). Have a sense of what is going on in the readings.

Print off the lecture sheet for the lecture.

2. Listen to the lecture. Most were recorded during an actual class session. Take notes.

3. After the lecture, you can look at the readings again.

The content in the lectures will provide the basis for your answers on the final examination. (See the questions on the syllabus.) This is why taking notes and organizing them will be of great benefit by the end of the course.

If you have questions on the lecture - there is a space for asking these on Blackboard. I will clarify anything which was confusing. Large questions - I may give a brief answer, and then suggest other resources.

## Assignments

Details on the assignments are given in the syllabus and will be supplemented by announcements (usually emailed to you as well) throughout the course. There will also be a space for general questions on the assignments

### A final word

The most important key to success is working on the course each week. If you make sure you do this, completing the readings and the lectures and seminars, the course should go very well.

### COURSE REQUIREMENTS AND EVALUATIVE CRITERIA

1. Reading all required readings before class
2. *Analysis of a primary source due May 18 – midnight (20%) (submitted electronically)*  
Assignment: Students will analyze a primary source and write a short (2000 word max.) response to the following questions related to the source.

Primary source: Robert of Clari, “Conquest of Constantinople” (see lecture 3)

Questions: Who wrote this source? Give a brief (1 par.) outline of the key events discussed in the selection. What key information does one need to know in order to understand the source? (That is, what did you have to look up or know, in order to understand the primary source?) What questions would you wish to continue to pursue to better understand the source? (That is, what would you want to know more about that arises out of your reading of the source?) How is the source’s understanding of Christianity and/or the world different from that of Christians today?

Evaluative criteria: ability to analyze the primary source; ability to identify historical issues; clear written communication.

Recommended Background: Michael Angold, “Sources and Perspectives”, Chapter 1 of *The Fourth Crusade: Event and Context*

Late policy: 4 points deducted per week late (2 off by Thursday, 2 more by Monday) **No assignments will be graded after June 5.**

3. *Research essay on Martin Luther*

a) *Essay plan: due June 5 – 15% (submitted electronically)*

Students will hand in a brief paper outlining a) the topic they’ve chosen; b) the literature which exists on the topic, with a comment on the themes arguments etc. in that literature and the state of the research into the topic; c) a suggestion of the research strategy and primary sources (one or more) they intend to use; d) an initial suggestion of the argument they anticipate making and e) an initial bibliography. (approx. 4- 5 pages) *Note: Approximately 5 books and 5 articles should be used in the research essay.*

Evaluative criteria: the survey will be graded based upon its accurate assessment of the literature, the existence of an appropriate research strategy, the existence of an initial argument, strength of the bibliography, and writing style.

Late policy: 4 points deducted per week late (2 off by Thursday, 2 more by Monday). **No assignments will be graded after June 13.**

b) research essay: due **June 21**– 30% (*submitted electronically*)

The research essay needs to use the bibliography (as noted above) include appropriate primary sources relevant to the topic and deal with a historical issue from the period. The essay should be maximum 15 pages (3750 words) and needs to have a thesis statement which is effectively argued throughout the essay.

Late policy: 4 points deducted per week late (2 off by Thursday, 2 more by Monday)

Evaluative criteria: effectively construct an historical argument using secondary sources and primary sources; select evidence which supports the argument; clear writing and communication.

4. *Take home final:* due on **July 5, 9:00 pm** – 35% (*submitted electronically*)

Late policy: 1% deducted per day late. No paper can be accepted after **July 10, 10 am.**

Students will choose one (1) of the following questions and write an essay exploring the question.

1. Discuss the changes in the church in the period between 843 and 1648. Students need to include discussions on changes in theology; changes in the role of monasteries and the papacy; developments in mission; understandings of piety and holiness; changes related to the unity of the church, not only between East and West, but within Europe itself; and, other topics which may be appropriate. What do you consider to be the most significant change in this period?

Or

2. Monasticism was central to the Christian church throughout our period. Discuss how monasticism changed between 843 and 1648. Specifically, comment on: its role in the crusades; its role in missions; and, its role through new orders (mendicants such as the Dominicans and Franciscans) in education and in disputation with heretics and others. Your question also needs to look at the impact of the Reformation on monasticism. Did the Reformation extend or destroy monasticism?

Or

3. There were significant changes in the ideas and theology of the church during the period between 843 and 1648. Detail some of these changes (which should include ideas related to warfare, ideas related to heresy and orthodoxy, and disputes at the time of the reformations related to the nature of the church, communion, etc.). What do you consider to be the most significant change in this period?

The take home exam will be in essay form and will be 2000 words(max.) or approx. 8 pages.

Any work that fails to meet the above criteria in the individual assignments will receive a failing grade.

### **Grading System**

A+ (90-100)  
A (85-89)  
A- (80-84)  
B+ (77-79)  
B (73-76)  
B- (70-72)  
Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

**Late Policy:** See individual assignments.

**Completion of Course work:** All course work (including any late work) must be completed by the end of term, the last day of exams. Only in the case of illness (with a note from a doctor), bereavement or other unusual circumstances will an extension be considered and this must be authorized by the Basic Degree Committee and the Faculty.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

### **Policies**

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**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from

<http://www.tst.edu/content/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges ([http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)).

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students are required to have a valid utoronto email address. Students must have set up a utoronto email address which is entered in the ROSI system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses. The instructor (and TA) will seek to respond to any email in a timely fashion during the work week (Monday through Friday). Emails sent on the weekend will be replied to during the next workweek.

**Style Guidelines for Papers:** There is only one minor paper in this class. It needs to be written using effective English. Any sources used apart from the reading itself need to be referenced using the humanities format. The Chicago Manual of Style is available online <http://www.chicagomanualofstyle.org.myaccess.library.utoronto.ca/16/contents.html>

**Cell Phones:** Cell phones can be disruptive to the classroom experience. Students, therefore, should turn off or set their phones to silent and refrain from using them while in class. (This includes texting.) Cell phone use is permitted only for medical professionals who are on call and for students who need to be in constant contact with ill family members or minors. Students who meet either of these requirements should inform the professor prior to class.

**Use of Technology.** Laptops and other computing devices may be used in the classroom for note taking purposes only. The use of the internet is not permitted while class is in session unless it is

part of a specific class activity. Students wishing to text message, search for images, fact check etc. should do so during the break or outside of class. Much of the learning that goes on in the classroom is founded upon mutual disclosure that takes place between the instructor and the student and between students. Parties outside of that learning community have not committed themselves to this relationship of trust. For this and other reasons, permission to record lectures in audio format is granted for use by registered students only. Video recording is not permitted without the written permission of the instructor. Recordings and notes of class lectures may not be electronically reproduced, posted or distributed without the written permission of the instructor.

**Consultation:** Please do not hesitate to consult with either the instructor about any questions you may have.

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***Christianity II – Schedule 2017 – online***

***Week 1 – May 1***

class 1. Christianity and the world of 843

class 2. Monasticism and Mendicant orders\

***Week 2 – May 8***

class 3. Crusades

class 4. Authority in Western Christendom

***Week 3 – May 15***

class 5. Heresy and Theology

**Assignment 1 due: on primary source – May 18**

class 6. Reformation I

***Week 4 – May 22 (including Victoria Day)***

class 7. Reformation II

***Week 5 – May 29***

class 8. Reformation III

class 9. Reformation IV

***Week 6 – June 5***

**Assignment 2 due: essay plan – June 5 – returned asap after**

class 11<sup>1</sup>. Thought & Practice

class 12. Christendom divided

***After Classes are concluded***

**Essay due – June 21**

**Take-home exam due – on July 5 - 9:00 pm**

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<sup>1</sup> Note: There is no class 10.

## Topics/Readings – Christianity II

### Class 2 - Monasticism/Mendicant Order

#### Secondary Reading

R.W. Southern, *Middle Ages*, Chapter 6, “The Benedictines”, p. 214-240, 241-299.

Brian P. McGuire, "Monastic and Religious orders, c.1100-c.1350" *Cambridge History of Christianity* (hereafter CHC), Volume 4.

#### Primary Sources

St. Benedict’s Rule – excerpt – from *Documents of the Christian Church*, p. 127.

“First Life of St. Francis” – from *Readings in World Christian History*, p. 354

### Class 3 - Crusades

#### Secondary Reading

Jonathan Phillips, *The Fourth Crusade and the Sack of Constantinople* (2004) ch. 13.

#### Primary Sources

Robert of Clari, *The Conquest of Constantinople* (trans. McNeal) p. 88-113.

### Class 4 – Authority

Text: Chapter 1 - “Different Paths of Medieval Christianization”

#### Secondary Reading

John A. Thomson, *The Western Church in the Middle Ages*, Chapters 13 & 16

### Class 5 – Heresy and Theology

#### Secondary Reading

McGrath, *Reformation Thought: An Introduction* (3rd ed.) - Chapter 4 “Scholasticism and the Reformation” (66-85).

Article on heresy - TBA

#### Primary Sources

Thomas Aquinas – “Existence of God” – *Readings in World Christian History*, p. 359

### Class 6 – Reformation I

Text: Chapter 2 - “The Luther Phenomenon”

#### Secondary Readings

Albrecht Beutel, “Luther’s Life”

Scott Hendrix, “Martin Luther, reformer”

#### Primary Sources

Martin Luther, The Ninety-Five Theses, (English translation), *Documents of the Christian Church*, p. 205

## **Class 7 – Reformation II**

Text: Chapter 3: Reformation Reforms (and into Chapter 4)

### *Secondary Readings*

Selections from Diarmaid MacCulloch, *The Reformation*, on Zwingli and Calvin. (on Blackboard)

### *Primary Sources*

Calvin - Preface to the Commentary on the Psalms

## **Class 8 – Reformation III**

Text: Chapter 4 - "The Reformation's Establishment"

### *Secondary Readings*

Carter Lindberg, *European Reformations*, Chapter 14

Robert Bireley, "Redefining Catholicism: Trent and Beyond" CHC, Vol. 6.

### *Primary Source*

Ignatius Loyola excerpt "The Spiritual Exercises"

## **Class 9 – Reformation IV**

### *Secondary Readings*

Helen Parish, "England" Andrew Pettegree, *Reformation World*, 225-236.

Michael F. Graham, "Scotland", Pettegree, *Reformation World*, 410-430.

## **Class 11 – Thought & Practice**

### *Secondary Readings*

Mark Greengrass, "The theology and liturgy of Reformed Christianity" CHC, Vol. 6.

Margo Todd, *The Culture of Protestantism in Early Modern Scotland* (2002), Chapter 1, p. 24-56.

## **Class 12 – Christendom divided**

Text: Epilogue

### *Secondary Reading*

Brad S. Gregory, "Persecutions and Martyrdoms" CHC, Vol. 6.