

**KNH1015HF**  
**A Global History of Christianity – a survey**  
**Knox College**  
**Toronto School of Theology**  
**Fall 2021**

**COVID-19 Notice:** *As a result of public health events requiring physical distancing, this course is offered using a remote delivery method. In this circumstance, the course outcomes and requirements will remain unchanged, but some accommodations may be made in the areas of content delivery and the manner of assessment. This format will require a computer with a webcam and microphone as well as access to high speed internet. If you have questions about what remote delivery might mean for you, please feel free to contact the course instructor or the Knox College registrar.*

### ***Instructor Information***

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### ***Course Identification***

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Course Number: KNH1015HF  
Course Format: Remote  
Course Name: A Global History of Christianity - a survey  
Course Location: Knox College, remote  
Class Times: **Thursday 9:10 – 11:00 am**  
*Seminars - either Thursday 11:10- noon; OR 12:10 - 1:00 pm*  
*Seminars will be assigned during the first weeks of classes. If another time is needed, this will be negotiated with students.*  
Prerequisites: none

### ***Course Description***

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This course will introduce students to the methods and study of the history of Christianity. It will also provide a survey knowledge of major events and trends in Christian history which will be required for other Knox College courses. These courses will expect that students will know the historical context of monasticism, the Wesleys, etc. As a survey course, topics will not be covered in extensive detail or in great depth: rather the course will allow students to place events in their proper chronological order and cultural context which will allow for more detailed study of topics in later courses at TST and as needed in congregational ministry or further graduate study.

Lecture: 2 hours  
Compulsory seminar: 1 hour

## ***Course Resources***

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

#### **Text:**

John McManners, ed. *The Oxford History of Christianity* (1990/2002)

All of the other assigned readings are available on Quercus. However, students may also want to read a narrative text as well. Suggestions include:

Tim Dowley, ed. *Introduction to the History of Christianity* (2002)

Justo L. Gonzalez, *The Story of Christianity* Vols. 1 and 2

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

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask Kaitlyn Lubniewski [kaitlyn.lubniewski@utoronto.ca](mailto:kaitlyn.lubniewski@utoronto.ca) for further help.

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## **COURSE LEARNING OBJECTIVES: KNOWLEDGE, SKILLS, and COMPETENCIES**

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

### **(A) In Respect of General Academic Skills (and noted below \*)**

- 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

### **(B) In respect of the Understanding of the Content of One or more theological disciplines**

- Demonstrate an introductory knowledge of the topics covered by the course in the survey of Global Christianity
  - Identify major time periods, events, and peoples in the history of Global Christianity
- Demonstrate an introductory knowledge of the methods used in historical study:
  - Identify and apply the distinction between primary and secondary historical sources
  - Identify, define, and describe the use of the major historical methods
  - Apply critical methods to the interpretation of history following models demonstrated in class
- Demonstrate at an introductory level a willingness and ability to discuss historiographical issues arising from the study of history:
  - Identify one's own biases which are brought to the study of primary and secondary sources
  - Summarize the biases and assumptions of other historians
- Demonstrate the skills necessary for graduate level study of the history of Christianity:

- Gather and select information from reading appropriate to assigned tasks\*
- 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\*

## ***Evaluation***

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### **Requirements**

The final grade for the course will be based on evaluations in five areas:

1. Read all required readings before class. Extensive note taking is **not** recommended prior to the lecture.
2. *Minor paper* (15%): **due October 21** – *(submitted electronically)*  
Assignment: Read the assigned reading — Rodney Stark, “Preface” and “Conversion and Christian Growth” [Chapter 1] of *The Rise of Christianity: A Sociologist Reconsiders History*. Write a short paper (2000 word max.) discussing the concept of bias in history by considering and responding to the questions: What are this author's biases? What did you read in the chapter (facts, details, presentation, etc.) that led you to your conclusion that this was the author's bias? How do the biases affect how the argument is presented, the evidence is chosen – etc. (give suggested details)? What is my own bias? How do I respond to the author's treatment? The format will be an essay format.  
Evaluative criteria: ability to identify assumptions/biases (one's own, others); ability to communicate in writing
3. *Midterm* (25%): **November 4**  
The format of the midterm will be short answers, identify and true/false.  
Evaluative criteria: knowledge of material and content of course; major time periods, events, people during the introductory part of the course
4. *Seminar presentation* (15%)  
Students will present a 15 minute seminar to their classmates. The seminar will use a primary source document and will briefly establish key background that is important in order to understand the primary source; will summarize the content of the primary source and discuss key aspects of the source; and, will suggest areas where the document displays attitude(s) to Christian faith which are different from contemporary understandings.  
Evaluative criteria: understanding of the primary source and its context; oral skills in communicating
5. *Final Examination* (45%): **December 16**  
Students will use information gathered from readings and the lectures to construct an historical argument related to the questions. (Exam questions will be essay questions and will be available prior to the examination.)  
Evaluative criteria: ability to construct historical arguments; written communication skills

### **Grading System - Basic Degree Students**

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

|             |             |            |           |
|-------------|-------------|------------|-----------|
| 90-100 (A+) | Exceptional | 80-84 (A-) | Excellent |
| 85-89 (A)   | Outstanding | 77-79 (B+) | Very Good |

73-76 (B)      Good  
70-72 (B-)      Acceptable

0-69 (FZ)      Failure

Please see the appropriate handbook for more details about the grading scale and (con't ...)  
non-numerical grades (e.g. SDF, INC, etc).

**Late work (BD).** Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

**Course grades.** Consistent 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 to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-1-2020> policies found in the TST conjoint program handbooks, 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 College. <https://tinyurl.com/ydbcge4q>

**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 or teaching assistant about any questions you may have.

## CALENDAR AND ASSIGNED READING

### Week 1 (Sept 16)

Lecture: Introduction: Overview of Course and the Classical Inheritance

**Seminar - Library Orientation**

### Week 2 (Sept. 23)

Lecture: Early Church – Identity and Persecution

*Assigned reading:*

W.H.C. Frend "Persecutions: genesis and legacy" – from the *Cambridge History of Christianity* (CHC). Individual volume numbers, etc. can be found on Quercus. Introduction and Chapter 1 "The Early Christian Community" Henry Chadwick *Oxford History* (hereafter OH).

*Addition Reading:* Ward Gasque, "The Challenge to Faith", p. 82-100 and continuing, including reading the various sidebars; and, Richard A. Todd "Constantine and the Christian Empire," 139-144, from Dowley, *History of Christianity*.

Seminar: historical method

### Week 3 (Sept. 30)

Lecture: Early Church – Inside and Outside the Empire

*Assigned Reading:*

Life of St. Anthony - selection

*Recommended Reading:* Chapter 1, Philip Jenkins, *The Lost History of Christianity*.

*Supplementary Reading:* David Wright "Councils and Creeds," 164-186, Dowley, *History of Christianity*.

Seminar: Historical Method – bias

Presentations made by students (see course requirements) will take place in the seminars after the 4th week. Some adjustments will be made as required by students signing up, class size of the seminars, etc. Time not spent in the seminars on class presentations will be split between general discussions and answering of questions on the course, and continuing information on historical method, how to prepare for exams, how to construct historical arguments, proper bibliographical citation, etc. All primary sources listed will be available on Quercus.

### Week 4 (Oct. 7)

Lecture: Early Church – Augustine & the Church Fathers

*Assigned Reading:* Robert A. Markus, "Life, Culture, and Controversies of Augustine" from J. Cavadini, et. al., eds., *Augustine through the ages: an encyclopedia* (1999)

DRAFT - June 4, 2021

Seminar: Presentation

*Primary Source:* Perpetua Martyrdom

**Week 5 (Oct. 14)**

Lecture: Early Church - Crisis and Adaptation

*Assigned Reading:*

Primary sources - St. Basil's rule (selection); St. Benedict's rule (selection)

Seminar: Presentation

*Primary Source:* Augustine – selection from *Confessions*

**Week 6 (Oct. 21) Minor paper due**

Lecture: Medieval Christianity – Mission and Institutions

*Assigned Reading:*

Chapter 6, “Christian Civilization (1050-1400),” Colin Morris. OH.

Primary source: Augustinian Canons - rule

*Supplementary reading:*

Jonathan Shepard, "Slav Christianities, 800-1100"

Seminar: Presentation

*Primary Source:* Njal's Saga; St. Columba

----- Reading week (October 25 - 29) -----

**Week 7 (November 4)**

**Midterm**

Seminar: NO SEMINAR THIS WEEK

**Week 8 (Nov. 11)**

Lecture: Medieval Christianity - Crusades

*Assigned Reading:* Runciman, *First Crusade*, chapters 3, 4&5

Additional reading TBA

Seminar: Presentation

*Primary Source:* Rule of St. Francis; Julian of Norwich

**Week 9 (Nov. 18)**

Lecture: Reformation: Luther & the European Reformations

*Assigned Reading:*

Scott Hendrix, “Martin Luther, reformer”

Chapter 7, “The Late Medieval Church and its Reformation (1400-1600),” Patrick Collinson, OH.

Seminar: making historical arguments



**Week 10 (Nov. 25)**

Lecture: Reformation and Modern: Missions and World Church

*Assigned Reading:*

Mark A. Noll, "British and French North America to 1765"; R.G. Tiedemann, "Christianity in East Asia"

Seminar: Presentation

*Primary Source:* Luther shorter catechism; tba

**Week 11 (Dec. 2)**

Lecture: Modern Christianity: Enlightenment, Revival, Revolution and Change

*Assigned Reading:*

David Bebbington, "The growth of voluntary religion"; Nicholas Rupke, "Christianity and the Sciences." (and, if you have time, Peter J. Bowler, "Christianity and the Sciences")

Seminar: Presentation

*Primary Source:* Amanda Berry Smith; tba

**Week 12 (Dec. 6)**

Lecture: Modern Christianity: Western decline, World Growth

*Assigned Reading:* Chapter 19, "The Future of Christianity" (John Taylor) OH; Hugh McLeod, "The crisis of Christianity in the West: entering a post-Christian era?"

Seminar:

*Primary Source:* Martin Luther King, "I have a dream"; tba

**Final Examination – December 16** (normal class time - 9:00 to 11:00)

*Throughout the course, various other handouts will be presented, including a style sheets, the list of available topics for the seminar presentations, etc.*

*Students who were absent for reasons of illness need to obtain handouts from the previous class which will be available on Quercus.*

**MARKING RUBRICS**

Marking Rubrics for all assignments are available online on Quercus.