

# Course Syllabus

KNH1015HF: *A Global History of Christianity: A Survey*

Knox College, Toronto School of Theology  
Fall 2024



(Basilica, mosaic, c. 450-500 CE, Louvre, Paris, MNE 613)

*This course is offered using a remote delivery method. 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.*

*As a further support, the University of Toronto has provided recommended tech requirements for online learning: <https://www.viceprovoststudents.utoronto.ca/covid-19/tech-requirements-online-learning/>.*

## ***Instructor Information***

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Instructor:	Dr. Amanda Pullan
E-mail:	<a href="mailto:amanda.pullan@utoronto.ca">amanda.pullan@utoronto.ca</a>
Office Hours:	Contact the instructor to arrange a time on Zoom (details on Quercus)
TA:	TBC
Email:	TBC

## **Course Identification**

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Course Number:	KNH1015HF
Course Format:	<i>Online</i>
Course Name:	A Global History of Christianity - a Survey
Course Location:	Remote via Zoom
Class Times:	Thursday 6:00pm -9:00pm, <i>Seminar 6-7pm; Lecture 7-9pm.</i> <i>Seminar groups will be assigned after the first week of class.</i>
Prerequisites:	None

## **Course Description**

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The course will introduce students to the method and study of the history of Christianity. It will also provide a knowledge of major events and trends in Christian history, which will be required for other Knox College courses. 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**

All the required texts for the course are available online through the University of Toronto Libraries, or through Quercus.

Students may wish to purchase one of the survey texts suggested below for an overview of main themes.

### **Additional Course Texts/Bibliography**

- Justo L. González, *The Story of Christianity*, Vol. 1 (Harper Collins, 2010)
- Nick Page, *A Nearly Infallible History of Christianity* (London: Hodder & Stoughton, 2013)

### **Zoom (Video-conferencing tool)**

You will need a Zoom account for the course. You can access your UofT Zoom account at [utoronto.zoom.us](https://utoronto.zoom.us). If it's your first time, you will need to access the [support page](#) first.

## Course Website(s)

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

To access, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Then, 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 Kyla Thomson, Assistant Registrar, [kylah.thomson@utoronto.ca](mailto:kylah.thomson@utoronto.ca) for further help.

## Course Schedule

<b>Week 1</b> Thu. Sep. 12	<b>Course Overview &amp; Introduction</b>  <b>LECTURE 1: The Classical Inheritance of Christianity (60 BCE – 30 CE)</b>  <b>SEMINAR: <i>Why History? &amp; Library Orientation &amp; Avoiding Plagiarism</i></b>  Students should familiarize themselves with University of Toronto policy on plagiarism: <a href="https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/">https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/</a>
<b>Week 2</b> Thu. Sep 19	<b>LECTURE 2: Early Church – Identity and Persecution (100 CE – 300CE)</b>  Required Readings: <ul style="list-style-type: none"><li>• W.H.C. Frend, “Persecutions: genesis and legacy” pp. 501-523 in <i>Cambridge History of Christianity</i> (hereafter <i>CHC</i>), Vol. 1 (2006)</li></ul> Supplementary Readings: <ul style="list-style-type: none"><li>• Nick Page, <i>A Nearly Infallible History of Christianity</i>, Chp. 1 “Resurrection, Rome and Revelation”</li><li>• González, Chapters 5-7, <i>The Story of Christianity</i>, Vol. 1</li></ul> <b>SEMINAR: The Historical Method</b>
<b>Week 3</b> Thu. Sep. 26	<b>LECTURE 3: Early Church – Inside and Outside the Empire, (300-400 CE)</b>  Required Readings: <ul style="list-style-type: none"><li>• Philip Jenkins, Chp. 1 in <i>The Lost History of Christianity</i> (2008)</li><li>• <i>Life of St. Anthony</i> (Primary Source) in Athanasius, et al. <i>Early Christian Biographies</i>, pp. 134-216 [try as much as you can].</li></ul>

	<p>Supplementary Readings:</p> <ul style="list-style-type: none"> <li>• Page, Chp. 2, “Marcion, Montanism, and Monks”</li> <li>• González, Vol.1, Chapters 16-17</li> </ul> <p><b>SEMINAR: The Historical Method &amp; Historians</b></p>
<p><b>Week 4</b> Thu. Oct. 3</p>	<p><b>LECTURE 4: Early Church – St. Augustine &amp; the Church Fathers (350 – 600 CE)</b></p> <p>Required Readings:</p> <ul style="list-style-type: none"> <li>• <i>The Passion of Perpetua &amp; Felicity</i> ed. Heffernan (Primary Source)</li> <li>• Robert A Markus, “Life, Culture, and Controversies of Augustine” from J. Cavadini et al eds. <i>Augustine Through the Ages: An Encyclopedia</i> (1999)</li> </ul> <p>Supplementary Readings</p> <ul style="list-style-type: none"> <li>• <i>St. Basil’s rule</i>, a selection (Primary Source)</li> <li>• González, Vol. 1, Chapters 20 – 24</li> </ul> <p><b>SEMINAR: Presentation (Primary Source: <i>The Passion of Perpetua &amp; Felicity</i>)</b></p>
<p><b>Week 5</b> Thu. Oct 10</p>	<p><b>LECTURE 5: Early Church: Achievements, Crises and Adaptation (350-755 CE)</b></p> <p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Nick Page, Chp. 4, “Barbarians, Byzantium and Benedict”</li> <li>• <i>St. Augustine’s Confessions</i>, a selection (Primary Source)</li> <li>• <i>The Life of Macrina</i> (Primary Source)</li> </ul> <p>Supplementary Reading:</p> <ul style="list-style-type: none"> <li>• González, Vol. 1 Chapter 27, “The New Order”,</li> </ul> <p><b>SEMINAR: Presentation (Primary Sources: <i>Augustine’s Confessions</i> and <i>Life of Macrina</i>)</b></p>
<p><b>Week 6</b> Thu. Oct. 17</p>	<p><b>Minor Paper Due</b></p> <p><b>LECTURE 6: Medieval Christianity – Mission and Institutions (600 – 1220)</b></p> <p>Required Reading:</p> <ul style="list-style-type: none"> <li>• <i>Life of St. Columba</i> (Primary Source)</li> <li>• <i>Njal’s Saga</i> (Primary Source)</li> </ul>

	<p>Supplementary Reading:</p> <ul style="list-style-type: none"> <li>• Shepard, “Slav Christianities, 800-100” in <i>CHC</i> Vol 4</li> <li>• Page, Chp. 5, “Dark Ages, Dating, and Divorce”</li> </ul> <p><b>SEMINAR: Presentation (Primary Sources: <i>Life of St. Columba</i>, <i>Njal’s Saga</i>)</b></p>
<b>Week 7</b> Thu. Oct. 24	<p><b>Midterm exam (held during normal class time)</b></p> <p>No Seminar this week</p>
<p>READING WEEK/No Classes Week of October 28- November 1, 2024</p>	
<b>Week 8</b> Thu. Nov 7	<p><b>LECTURE 7: Medieval Christianity: The Crusades (1096-1291 CE)</b></p> <p>Required Reading:</p> <ul style="list-style-type: none"> <li>• Runciman, <i>The First Crusade</i>, Chapters 4, and 5</li> <li>• Dante’s <i>Inferno</i>, Canto 3 (Primary Source)</li> <li>• Julian of Norwich, <i>Revelations of Divine Love</i>, Chapters 1-3, 5 (Primary Source)</li> </ul> <p><b>SEMINAR: Presentation (Primary sources: Dante’s <i>Inferno</i>, Canto 3, Julian of Norwich, <i>Revelations of Divine Love</i>, Chapters 1-3, 5)</b></p>
<b>Week 9</b> Thu. Nov. 14	<p><b>LECTURE 8: Late- Medieval Church &amp; Reformations (1400-1600)</b></p> <p>Required Reading:</p> <ul style="list-style-type: none"> <li>• Scott Hendrix, <i>Martin Luther: Visionary Reformer</i>. New Haven: Yale University Press, 2015, Preface and Chapter 5</li> </ul> <p>Supplementary Reading:</p> <ul style="list-style-type: none"> <li>• Page, Chap. 8 “Print, Protestants, and Peasants”</li> </ul> <p><b>SEMINAR: Historical Analysis and Writing</b></p>
<b>Week 10</b> Thu. Nov. 21	<p><b>LECTURE 9: Reformation and Modern: Missions and Expansion (1500-1750)</b></p> <p>Required Reading:</p> <ul style="list-style-type: none"> <li>• Mark A. Noll, “British and French North America to 1765” <i>CHC</i>, Vol. 7</li> <li>• R. G. Tiedemann, “Christianity in East Asia”, <i>CHC</i>, Vol. 7</li> <li>• <i>The Diary of Nehemiah Wallington</i> (1618 – 1654), an excerpt (Primary Source)</li> <li>• Teresa of Avila, <i>The Interior Castle</i>, an excerpt (Primary Source)</li> </ul>

	<b>SEMINAR: Presentation (Primary sources: <i>Diary of Nehemiah Wallington</i>; Teresa of Avila, <i>The Interior Castle</i>)</b>
<b>Week 11</b> Thu. Nov. 28	<p><b>LECTURE 10: Modern Christianity: Enlightenment, Revival, Revolution, and Change (1750-1918)</b></p> <p>Required Reading:</p> <ul style="list-style-type: none"> <li>• David Bebbington, “The growth of voluntary religion” <i>CHC</i>, Vol. 8</li> <li>• Jonathan Edwards, Excerpt from “Sinners in the Hands of an Angry God,” pp. 12-17 (1741) (Primary Source)</li> <li>• Amanda Berry Smith, <i>An Autobiography (1893)</i>, Chp. 7 (Primary Source)</li> </ul> <p>Supplementary Reading:</p> <ul style="list-style-type: none"> <li>• Peter J. Bowler, “Christianity and the Sciences” <i>CHC</i>, Vol. 9</li> </ul> <p><b>SEMINAR: Presentation (Primary Sources: Jonathan Edwards, “Sinners in the Hands of an Angry God”; Amanda Berry Smith, <i>An Autobiography</i>)</b></p>
<b>Week 12</b> Thu. Dec. 5	<p><b>LECTURE 11: Modern &amp; Post-Modern Christianity (1918- present day)</b></p> <p>Required Reading:</p> <ul style="list-style-type: none"> <li>• Taylor, Chp. 19, “The Future of Christianity”, <i>Oxford History of Christianity</i> • Martin Luther King, “Knock at Midnight” (Chp. 6) Excerpt from <i>The Gift of Love (1963)</i> (Primary Source)</li> <li>• Watchman Nee, Chp. 1 Excerpt including “The Blood of Christ” and “The Blood and the Believer’s Access” in <i>The Normal Christian Life</i> (Primary Source)</li> </ul> <p>Supplementary Reading:</p> <ul style="list-style-type: none"> <li>• Hugh McLeod, “The Crisis of Christianity in the West: Entering a Post-Christian Era?” <i>CHC</i>, Vol. 9</li> </ul> <p><b>SEMINAR: Presentation (Primary Sources: Martin Luther King “Knock at Midnight”; Watchman Nee, “The Blood of Christ”)</b></p>
<b>Final Paper Due</b>	<p>There is no final exam for this course.</p> <p><b>A Final Paper is due on Friday December 6, 2024 by 11:59pm.</b></p> <p>Details provided on Quercus.</p>

## **Evaluation**

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### **Requirements**

Students should read all required readings (including primary sources to be discussed in the seminar) before class.

Note: extensive note taking is *not* recommended prior to the lecture.

**The final grade for the course will be based on evaluations in [4] areas:**

### **Basic Degree Students:**

**1. Minor paper in essay format (20%) due October 17, 2024 by 12:00 noon**

Assignment: Read **two** of the starred readings about the Early Church. Write a short paper (2000-word max) analyzing the authors' approach to the history of the early church by considering and responding to the questions provided.

Style Guidelines: Essay should be written in effective English. Any sources used apart from the reading itself need to be referenced using the humanities format and the Chicago Manual of Style (you will need your UTORID and password):

<http://www.chicagomanualofstyle.org.myaccess.library.utoronto.ca/16/contents.html>.

Please follow guide for 'bibliographies' and 'notes' and use footnotes instead of endnotes.

Back up copy - please make back-up copies of essays before submitting them.

Evaluative criteria: ability to apply critical analysis to the interpretation of history, identify assumptions/biases (one's own, others); ability to communicate in writing.

**2. Midterm (20%) October 24, 2024 (during class time)**

The format of the midterm will be short answers, multiple choice, identify, and true/false.

Evaluative criteria: knowledge of material and content of course; major time periods, events, and people during the introductory part of the course.

**3. Seminar Presentation (25%) (during seminars)**

Students will present a 15-minute seminar to their classmates.

The seminar presentation will use a primary source document and will:

- briefly establish key background to the text
- summarize the main idea/s of the primary source (no more than 2)
- explain how their own spiritual background/religious experience compares to the viewpoint expressed in the source.

Evaluative criteria: identify and apply the distinction between primary and secondary sources; gather and select information; apply critical analysis to texts; oral communication skills

**4. Final Paper (35%) due December 6, 2024 by 11:59pm**

Students will write an analytical essay about one (1) of the primary sources discussed in class. This capstone essay will include analysis of one (1) primary source text and will integrate content from the readings, seminars, and lectures.

Evaluation criteria: ability to weigh evidence, identify bias, critically analyze primary and secondary sources, and write historical explanations; 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
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

**Class attendance.** Students are expected to conduct themselves in a manner congruent with the vocation they are seeking to enter and in which they desire to give leadership. To that end, it is a regulation of Knox College that a minimum of approximately 80% attendance at courses (10 of 12 weeks) is required for credit; 100% attendance is expected at seminar courses. Habitual lateness for class will be counted as absence.

Teaching and learning are interactive, not passive, activities. Therefore, students may not "attend" an in-person class through unauthorized audio or video streaming or by watching or listening to a recording; instructors are not obligated to record or permitted to stream their in-person classes. Online classes that include a synchronous video component require the same level of attendance as an in-person course, and students may not "attend" by watching or listening to a recording. Students requiring accommodations to attend class must present medical and/or Accessibility Services documentation that outlines the type and duration of accommodation(s) required.

**Late work (BD).** Basic Degree students are expected to hand in assignments by the date given in the course outline. There is no penalty applied if the assignment is submitted up to 24 hours late, after that, a grade is lost per day. The absolute deadline for course work is the last day of exam week for the semester in which the course is taught.

Late work 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 should 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 last day of examination week. 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.

**Midterm Exam:** Absence due to sickness or other difficulties requires a medical note or other documentation, without this, the mark given will be zero and there is no make-up exam. For questions, please contact the instructor.

**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 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-26-2012>, 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, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as> The sooner a student seeks accommodation, the quicker we can assist.

**A note about "triggers":** As you prepare for your vocation, you may encounter content in class and in the real world that stretch the limits of your emotional capacity. If you are struggling with your emotions, please reach out to the Professor. In this class, you are welcome to turn off your screen for a couple of minutes or take a walk if you need time to pull yourself together. If your distress continues, please reach out to the Registrar's office whose staff can assist you. In your practice of ministry, you will not necessarily have an opportunity to collect yourself before responding to uncomfortable emotions. It is vital that you learn coping skills and strategies for caring for yourself.

**Inclusive Language.** When using language in any form (written, oral, visual), instructor and students shall strive to respect one another by choosing language in ways outlined in the Knox College Language Policy: [https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy\\_Use-of-Language-Policy-and-Glossary\\_221003.pdf](https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy_Use-of-Language-Policy-and-Glossary_221003.pdf)

**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* and the Graduate program Handbooks linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the

document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (link provided on course schedule):  
<https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters*  
<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019> .

**Obligation to check email.** All students in conjoint programs are required to have a valid utoronto email address. 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.

**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 in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and 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 for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

**Video-recordings.** Video recording is not permitted unless written permission is given by the instructor. Recordings and notes of class lectures may not be electronically reproduced, posted, or distributed without the written permission of the instructor.

### **Generative AI Tools including Chat-GPT.**

- 1) Tests and Exams:  
Students may not use any aids or Generative AI tools for any course tests (Midterm Exam). This qualifies as an academic offense.
- 2) Assignments:  
Students may not copy or paraphrase from any generative artificial intelligence applications, including Chat-GPT and other AI writing and coding assistants, for the purpose of completing assignments in this course. This qualifies as an academic offense.

Students are discouraged from using generative artificial intelligence tools as they work through the other assignments in this course, and any use of these tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used (i.e. "prompts"), and how the results from the AI tool were incorporated into the submitted work.

## ***Course Learning Objectives/Outcomes***

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### **Basic Degrees – Knox and TST**

<b><i>This course has the following course-level learning outcomes</i></b>	
<b>Outcome</b>	<b>Evaluation</b>
1. Demonstrate ethical behavior taking responsibility for the expectations of the course, showing respect and willingness to participate in the learning atmosphere including class discussion and groups	Oral presentations and class discussion
2. Demonstrate an introductory knowledge of the topics covered by the course in the survey of Global History of Christianity	Midterm exam; Final paper
3. Demonstrate an introductory knowledge of the methods used in historical study	Minor paper; Final paper
4. Demonstrate at an introductory level a willingness and ability to discuss historiographical issues arising from the study of history	Minor paper; Oral presentation; Final paper
5. Demonstrate the skills necessary for graduate level study of the history of Christianity	Oral presentation; Final paper

<b><i>A student successfully completing this course has made progress towards the following Knox College degree program learning outcomes:</i></b>		
<b>MDiv</b>	<b>MTS</b>	<b>MPS</b>
<input checked="" type="checkbox"/> Interprets Scripture and Christian tradition (Reformed), using a variety of methods, sources, and norms, to preach, teach, write, and to provide care and witness.	<input checked="" type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines.	<input checked="" type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines, in the Reformed or another tradition. [* the student may come from another tradition]
<input type="checkbox"/> Demonstrates skills in creative, faith-centred, adaptive, and innovative leadership for current and emerging communities of faith.	<input checked="" type="checkbox"/> Finds, selects, reads, and appropriately integrates theological information.	<input type="checkbox"/> Demonstrates knowledge and skills in spiritual care and therapy, grounded in appropriate theories, for professional practice and leadership in community and institutional settings.

<input type="checkbox"/> Enhances the vocational and spiritual development, practices, and well-being of self and others. (See Professional and Critical Competencies.)	<input checked="" type="checkbox"/> Engages respectfully and constructively in a theological community of scholarship.	<input type="checkbox"/> Demonstrates an appropriate spiritual and professional identity formation in relation to specialized practice.
<input checked="" type="checkbox"/> Analyzes and evaluates social, cultural, and community contexts to enable communities of faith to participate in God’s work and justice in a diverse and changing world.	<input checked="" type="checkbox"/> Writes and speaks in English sufficiently well to engage in theological discourse.	<input checked="" type="checkbox"/> Writes and speaks in English sufficiently well to engage in professional practice.
<b>TST BASIC “DEGREE LEVEL EXPECTATIONS”</b>	<b>CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)</b>	<b>CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS</b>
<b>EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i></b>		
<b>1. Depth and Breadth of Knowledge</b>	-Demonstrate an introductory knowledge of the topics covered by the course in the survey of Global History of Christianity	<i>Midterm exam; Final paper</i>
<b>2. Knowledge of methodologies</b>	- Demonstrate an introductory knowledge of the methods used in historical study	<i>Minor paper; Oral presentation; Final paper</i>
<b>3. Application of Knowledge</b>	-Demonstrate the skills necessary for graduate level study of the history of Christianity	<i>Oral presentation; Final Paper</i>
<b>4. Communication Skills</b>	-Demonstrate at an introductory level a willingness and ability to discuss historiographical issues arising from the study of history	<i>Minor Paper; Oral presentation; Final paper</i>
<b>5. Awareness of Limits of Knowledge</b>	-Identify one’s own biases which are brought to the study of primary and secondary sources	<i>Minor Paper; Final paper</i>
<b>6. Autonomy and Professional Capacity</b>	-Demonstrate ethical behavior taking responsibility for the expectations of the course, showing respect and willingness to participate in the learning atmosphere including class discussion and groups	<i>Midterm exam; Minor Paper; Final paper</i>