TXH2010H – L9101
History of Christianity II (843-1648)
Knox College / University of St
Michael's College
Toronto School of
Theology
Winter 2025

Instructors

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Course Identification

Course Number:	TXH2010H
Course Name:	History of Christianity II (843-1648)
Course Location:	Delivered remotely via Quercus / Zoom
Class Times:	**Thursday 17:00 – 19:00**
Prerequisites:	History of Christianity I (to 843); Global Christian History; or, an equivalent survey course.

Course Description

This course will study the period from 843 to 1648, with a primary focus on developments in Western European Christianity. Specific topics will include monasticism, theological developments, growth of the papacy, attempts at reformation, crusades, divisions within the church, mission, and other topics which can be seen in the curriculum.

Course Resources

Required Course Texts/Bibliography

F. Donald Logan, *A History of the Church in the Middle Ages*. London: Routledge, 2002.
Carlos M.N. Eire, *Reformations: The Early Modern World, 1450-1650*. New Haven: Yale UP, 2016.

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)

- 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 Kylah Thomson kylah.thomson@utoronto.ca for further help.

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:

1. Demonstrate knowledge of the topics covered by the course, especially spiritual practices in the different historical periods and the general concept of ecclesial reform.
2. Identify and describe the key human actors and movements shaping the era.
3. Identify and demonstrate knowledge of the methods used in historical study.
4. Effectively construct an historical argument using primary and secondary sources.
5. Communicate clearly in both oral and written forms, using good organizational formats and proper research formats.

*** ALL COURSEWORK WILL BE SUBMITTED ELECTRONICALLY ***

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

1) <u>Analysis of a primary source (25%)</u>

Assignment: Students will analyze two primary sources and write a short (1500 word max. for each) response to questions related to the source. (These questions will be distributed on Quercus.)

Options for first primary source assignment - 10% - (due **Feb 6**):

- Bernard of Clairvaux, *On Loving God*
- *The Golden Legend* (selections)
- Bonaventure, *Breviloquium,* prologue

Options for second primary source assignment - 15% - (due **February 27**)

- Martin Luther, *On the Freedom of the Christian*
- John Calvin, *Preface to the Psalms*
- *Documents from Trent* (selections)

Note: The primary sources to be evaluated will all be provided to students through Quercus. Students are to use these selections and translations.

Evaluative criteria: 4 & 5 above, specifically: ability to analyze the primary source; ability to identify historical issues; clear written communication.

<u>Late policy</u>: 4 points deducted per week late (2 off by Friday, 2 more by Tuesday) No assignment will be graded three weeks after the due date has passed.

2) <u>Research essay (40%)</u>

The research essay will come in two parts an essay plan (10%) due **March 6**, and a final research essay (30%), due **April 3**.

Students may choose one of the following questions and construct their research and argument around that question.

a) The emergence of the pastoral care (*cura pastoralis*) from the twelfth century onwards, was an indication of a deeper commitment to Christian thought and practice than there had been in the preceding centuries.

b) The theological traditions of Nominalism and Augustinianism became the combined launching pad for the Reformation of the sixteenth century.

c) Luther was a conservative reformer, pushed by his opponents to more radical insights than he originally had, but always reluctant to change too much in terms of either his theology or piety.

d) Exile was one of the most important experiences for many reformers. (Choose one reformer and analyze this experience)

Essay plan:
Students will hand in a brief paper outlining a) the topic they have 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 a primary sources (one or more) they intend to use; d) an initial suggestion of the argument they anticipate making and e) an initial bibliography (Chicago style) . (approx. 4-5 pages) Note: Approximately 5 books and 5 articles or chapters in books should be used in the research essay. Students should also identify at least one primary source to use in their research essay.

Evaluative criteria: 3 & 5 above, specifically: the plan will be graded based upon its accurate assessment of the literature, the choice of an appropriate primary source(s), the existence of an initial argument, strength of the bibliography, and writing style.

Late policy: 4 points deducted per week late (2 off by Friday, 2 more by Tuesday). No assignments will be graded after **March 27.**

Research Essay:
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 (3,750 words) and needs to have a thesis statement which is effectively argued throughout the essay.

Evaluative criteria: 3, 4 & 5 above, specifically: effectively construct an historical argument using secondary sources and primary sources; select evidence which supports the argument; clear writing and communication.

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

3) Take home final due on April 10, 9:00 pm – 35%

Students will write an essay exploring a question given to them beforehand exploring major themes in the course

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

Evaluative criteria: 1,2,4 & 5 above, specifically: accurate knowledge of the topics and themes covered in the course; effectively construct an historical argument; select evidence which supports the argument; clear writing and communication.

Late policy: As this is due in examination week - 1% deducted per day late.

Any work that fails to meet the above criteria in the individual assignments will receive a failing grade (see grading system immediately below).

Grading System

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

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

Late Penalties: See individual assignments.

Late work: Basic Degree students are expected to hand in assignments by the date given in the course outline. 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. 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 (https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-1-2020) or college grading policy.

Policies

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. It is expected that students will have read the document from UofT libraries on how to avoid plagiarism: https://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/

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 instructors may decide to send out important course information by email, and normally the instructors will use the mailer system in Quercus. 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. The course instructors 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 instructors aim 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 instructors cannot readily identify them as being legitimate emails from students. The instructors are not obliged to respond to email from non-utoronto addresses. The instructors 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: All papers in this class need 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.

Online Protocols: Since this course is being delivered via Zoom, students are expected to adhere to the following protocols:

(1) students will keep their camera on at all times;

(2) once a lecture begins, students mute their microphones and only unmute to ask a question or to make a comment;

(3) to contribute to the class, a student will use the "raise hand" feature on Zoom (one instructor will be on the lookout for such raised hands when the other instructor is lecturing): **both instructors encourage and welcome questions and comments during the lecture**;

(4) students should use the chat feature to gain notice if their "hand" has not been recognized;

(5) students should address all comments in the chat feature to everyone and not just to one or a few students.

Online Recording: This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.
Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.
For questions about recording and use of videos in which you appear please contact your instructor.

Generative AI: The use of generative artificial intelligence (AI) tools is strictly prohibited in all course assessments unless explicitly stated otherwise by the instructor. This includes, but is not limited to, ChatGPT, GitHub Microsoft Copilot, AI Tutor and Teacher's Assistant Pro, and open-source models that you have trained and/or deployed yourself. You may not interact with, nor copy, paraphrase, or adapt any content from any generative AI for the purpose of completing assignments in this course. Use of generative AI will be considered use of an unauthorized aid, which is a form of academic misconduct under the [Code of Behaviour on Academic Matters](#).

This course policy is designed to promote your learning and intellectual development and to ensure that our evaluations are a fair and accurate assessment of your learning. Though it may be tempting to use generative AI to assist you when completing your assignments, this will simply inhibit your learning. If the work you submit is essentially the output of generative AI, then what have you learned and what value are you adding? Think of it this way: if a potential employer or supervisor can get as much from an AI tool as what you're able to do yourself, then why should they hire you at all? You should aim to understand course content at a level that far exceeds what an automated tool can achieve. Our course—and in particular, each assignment—is designed to help you attain true mastery of the course content. If you have questions or are stuck, please come to office hours, where we'll be happy to help!

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

Class Schedule

(the schedule may be subject to change as the course moves forward)

Week 1 Approaching the watershed, Europe in the Ninth and Tenth Centuries
    Reading: Logan, chs. 5-6

Week 2 The Eleventh- Century Reforms as a Watershed of European Church History

    Reading: Logan, ch. 7

Week 3 The Twelfth Century

    Reading: Logan, ch. 8

Week 4 The Thirteenth Century **(flipped class)**

    Reading: Logan, chs. 10-12

Week 5 On the Way to Avignon

    Reading: Logan, chs. 13-15.

Week 6 The Great Schism and its Aftermath

    Reading: Logan, chs. 16-17

        <u>Reading week</u>

Week 7 Early voices: Erasmus, Luther and Zwingli

    Reading: Eire, ch. 3; Pt II prelude, chs. 7-8

Week 8 Gaining momentum: Luther, Calvin and opposition **(flipped class)**

    Reading: Eire, chs. 10-12

Week 9 England, Scotland and Ireland

    Reading: Eire, ch. 13

Week 10 Continuity and Change within Catholicism: The Road to Trent

    Reading: Eire, Pt III, Prelude; chs. 14,16

Week 11 Thought and Practice **(flipped class)**

    Reading: Eire, ch. 22

Week 12 The "Wars of Religion"

Reading: Eire, ch. 20