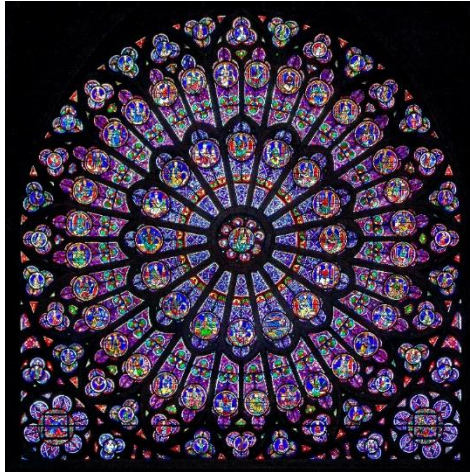# COURSE SYLLABUS

KNH2010H, History of Christianity II (843-1648)

**Knox College,
Toronto School of Theology
University of Toronto
Fall 2025**

Instructor Information

Instructor:	Dr. Amanda Pullan
E-mail:	amanda.pullan@utoronto.ca
Office Hours:	details posted on Quercus

Course Identification

Course Number:	KNH2010H
Course Format:	In-person class
Course Name:	History of Christianity II
Course Location:	Room Number TBD, Knox College
Class Times:	Thursdays, 9:10 – 11:00am
Prerequisites:	History of Christianity I (to 843); Global Christian History; or an equivalent survey course.

Course Description

Development of thought and piety; monasticism and mendicants; crusades, parish life; papacy, princes and church councils; Byzantium; East-West relations; relations with Jews and Muslims; Renaissance and reformations; reformers; missionary expansion; confessionalism.

This course will study the period from 843 to 1648, with a primary focus on developments in Western European Christianity.

Course Resources

Required Course Texts/Bibliography

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.

Note: All required readings will be provided on the course webpage, Quercus.

Course Website
Quercus: https://q.utoronto.ca/

Students may wish to consult: https://community.canvaslms.com/docs/DOC-10701 for further information about Quercus. Students experiencing difficulties accessing Quercus should contact the registrar's office of their college for further help.

Library Resources
Knox Caven library is an excellent resource, and Knox librarians are available for consultations: anne.mcgillivray@utoronto.ca

The University of Toronto Library website, https://onesearch.library.utoronto.ca/ has excellent links to help you, including help on writing essays, referencing, and finding sources.

Course Schedule (subject to change)

Week	Topic	Readings
1 Sep. 11	Is this the Dark Ages? Europe in the 9th and 10th Centuries	Logan, Chp. 5-6
2 Sep. 18	11th Century Reforms: Spiritual vs. Secular	Logan, Chp. 7
3 Sep. 25	12th Century: Saints, Monks, and the Crusades	Logan, Chp. 8; Primary Source: Bernard Clairvaux's *On Loving God* *for class discussion
4 Oct. 2	Intellectual and Theological Traditions of the 13th Century	Logan, Chp. 10-12
5 Oct. 9	14th Century Disarray: On the Way to Avignon	Logan, Chp. 13-15
6 Oct. 16	15th century: Popes, Councils, Schism, and the Gutenberg Bible	Logan, Chp. 16-17

7 Oct. 23	Early voices of Reform: Erasmus and Martin Luther	Eire, Chp. 3, Part 2 prelude, Chp. 7-8
	Fisher library visit (TBC)	
Reading Week: Oct. 27-31 No Classes		
8 Nov. 6	16th century: Gaining momentum: Luther, Zwingli, Calvin and opposition	Eire, Chp. 10-12
9 Nov. 13	16th century: Reformations in England, Scotland, and Ireland	Eire, Chp 13
10 Nov. 20	Continuity & Change within Catholicism: The Road to Trent	Eire, Part 3 Prelude, Chp. 14, 16
11 Nov. 27	Into the 17th century: Reformed Thought and Practice	Eire, Chp. 22
12 Dec. 4	17th Century: Wars of Religion	Eire, Chp. 20
Exam week: Dec. 8-12		

Evaluation

Requirements

Basic Degree Students:

The final grade for the course will be based on evaluations in **three (3)** areas:

(1) <u>Analysis of a Primary Source </u>(25%) – Students will analyze primary sources and write a short response (maximum length: 1500 words) to questions related to the source. The list of primary sources and questions will be provided on Quercus.

Due: Friday October 3, 2025

(2) <u>Research essay</u> (45%) – Students will write a scholarly research essay (maximum length: 3500 words) to explore a historical issue of the period. The list of topics and further instructions will be provided on Quercus.

Essay plan due: Friday October 21, 2025 (10%)
Research essay due: Friday November 21, 2025 (35%)

(3) <u>Oral interview -during exam week</u> (30%) – Students will respond to questions about their research paper and related course material orally through conversation (15 min) with the professor. Questions to aid preparation will be provided on Quercus.

The oral interview will be held in person during examination week: Dec 8 - 12, 2025.

Note: there is no make-up date for the oral interview. Absence requires medical documentation.

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale:
      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. Online classes that include an asynchronous component require participation in all the activities for each week or module to meet the attendance requirement. Students requiring accommodations to attend class must present medical and/or Accessibility Services documentation that outlines the type and duration of accommodation(s) required.

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.

Late Work

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 letter grade is lost per week (if the work is assessed at B, and it is late, then the grade will be B-). Work that is more than 3 weeks late will not be graded. The absolute deadline for course work is the last day of exam week for the semester in which the course is taught.

Note: there is no make-up date for the oral interview. Absence requires medical documentation.

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.

Use of Generative AI Tools including ChatGPT, Microsoft CoPilot, etc.

1. For Tests and Exams:
   Students <u>may not</u> use any aids or Generative AI tools for any course tests or exams (including the Oral interview). This qualifies as an academic offense.

2. For Assignments:
   <u>Students may not copy or paraphrase from any generative artificial intelligence applications, including Chat-GPT and other AI writing and coding assistants</u>, for the purpose of completing assignments in this course. This qualifies as an academic offense.

   <u>Any use of these tools must be documented in the bibliography for each assignment</u>. 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.

3. In General: Students are advised to use such tools with extreme caution as AI data or sources may be concocted, either intentionally or through AI hallucinations.

Other Policies

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.

Class recording. Recording of virtual or in-person classroom is not permitted unless written (email) permission is given by the instructor. Notes and recordings of class lectures or course materials may not be reproduced, posted, or distributed without written permission of the instructor.

Email communication with the course instructor*.* The instructor aims to respond to email communications from students in a timely manner. <u>All email communications from students in conjoint programs must be sent from a utoronto email address</u>. 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 for students in conjoint programs. Students in

non-conjoint programs should only use the email address they have provided to their college of registration.

Email - Obligation to check email*.* At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at 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 me may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Inclusive Language*.* Knox College has an inclusive language policy, available at https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy_Use-of-Language-Policy-and-Glossary_221003.pdf.

A note about "Trigger" Warnings:
You are preparing for vocations (congregational ministry, spiritual care, psychotherapy, teaching, research, etc.) that by their nature present you with stimulating situations, including domestic violence, child sexual abuse, effects of addiction, and other very traumatic events. Your vocational preparation anticipates that you will meet such situations in the real world, that you will not be warned about the nature of the stimulus, and that you have to protect a person from your own reaction to situations that may "trigger" a response in you. Your faculty advisor, the registrar's staff, and the Ecumenical Chaplains can direct you to resources for you to engage in care for your own self. In your studies you will likely not be warned about the kind of "triggering" event that you may encounter.

In this course, if you begin to lose control of your emotions, you may leave with one colleague from the class until you can collect yourself, or you may engage in other practices (journaling, meditation) that allow you to regain control. If you or your colleague are concerned that you cannot regain control or are unduly distressed, you and your colleague should seek assistance from the Knox Registrar's office. Staff there have access to immediate assistance. In the end, your emotional safety is your own responsibility.

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 .

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 their head of college or delegate according to the Graduate program Handbook 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: https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/

Course Learning Objectives/Outcomes

Basic Degrees – Knox and TST

This course has the following course-level learning outcomes	
Outcome	**Evaluation**
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	primary source analysis, research essay, oral interview
2. Identify and describe the key human actors and movements shaping the era (843-1648)	primary source analysis, oral interview
3. Apply analytical methods used in historical study	primary source analysis, research essay
4. Effectively construct a historical argument using primary and secondary sources	research essay
5. Communicate clearly in both oral and written forms using good organizational formats and proper research formats	research essay, oral interview

A student successfully completing this course has made progress towards the following Knox College degree program learning outcomes:		
MDiv	**MTS**	**MPS**
☒ Interprets Scripture and Christian tradition (Reformed), using a variety of methods, sources, and norms, to preach, teach, write, and to provide care and witness. *Evaluation:* *Click or tap here to enter text.*	☒ Demonstrates knowledge at a basic level in various theological disciplines. *Evaluation:* *Click or tap here to enter text.*	☒ Demonstrates knowledge at a basic level in various theological disciplines, in the Reformed or another tradition. [* the student may come from another tradition] *Evaluation:* *Click or tap here to enter text.*
☐ Demonstrates skills in creative, faith-centred, adaptive, and innovative leadership for current and emerging communities of faith. *Evaluation:* *Click or tap here to enter text.*	☒ Finds, selects, reads, and appropriately integrates theological information. *Evaluation:* *Click or tap here to enter text.*	☐ Demonstrates knowledge and skills in spiritual care and therapy, grounded in appropriate theories, for professional practice and leadership in community and institutional settings. *Evaluation:* *Click or tap here to enter text.*
☒ Enhances the vocational and spiritual development, practices, and well-being of self and others. (See Professional and Critical Competencies.) *Evaluation:* *Click or tap here to enter text.*	☒ Engages respectfully and constructively in a theological community of scholarship. *Evaluation:* *Click or tap here to enter text.*	☐ Demonstrates an appropriate spiritual and professional identity formation in relation to specialized practice. *Evaluation:* *Click or tap here to enter text.*

☐ 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. *Evaluation:* *Click or tap here to enter text.*	☒ Writes and speaks in English sufficiently well to engage in theological discourse. *Evaluation:* *Click or tap here to enter text.*	☒ Writes and speaks in English sufficiently well to engage in professional practice. *Evaluation:* *Click or tap here to enter text.*

TST BASIC "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: *In this course students are expected to demonstrate the following:*		
1. Depth and Breadth of Knowledge	Demonstrate an introductory knowledge of the topics covered by the course including spiritual practices in different periods and ecclesial reform	*primary source analysis, research essay, oral interview*
2. Knowledge of methodologies	Apply analytical methods used in historical study	*primary source analysis, research essay*
3. Application of Knowledge	Demonstrate the skills necessary for graduate level study of the history of Christianity	*research essay, oral interview*
4. Communication Skills	Communicate clearly in both oral and written forms using good organizational formats and proper research formats	primary source analysis research essay, oral interview
5. Awareness of Limits of Knowledge	Effectively construct a historical argument while acknowledging the work of other scholars.	*research essay*
6. Autonomy and Professional Capacity	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 interview, research essay and class participation*