

**KNH1015HF**  
A Global History of Christianity – a survey  
Knox College  
Toronto School of Theology  
Winter 2017

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416-978-2782

### ***Course Identification***

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Course Number: KNH1015HF  
Course Name: A Global History of Christianity - a survey  
Course Location: Knox College, academic wing  
Class Times: **ONLINE**  
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: available on Blackboard  
Compulsory seminar: available on Blackboard

### ***Course Resources***

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

**Text:**

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

All of the assigned readings are available on Blackboard. 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

These may be available at Crux Bookstore or online.

## 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: KNOWLEDGE, SKILLS, and COMPETENCIES

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 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

## COURSE REQUIREMENTS AND EVALUATIVE CRITERIA

1. Read all required readings before class. Extensive note taking is **not** recommended prior to the lecture.
2. *Minor paper* (15%): **due February 8** – *(submitted both in hard copy and 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%) **March 8**:  
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%) **April 5**:  
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

Grade scale and grade expectations are contained in the TST Basic Degree Handbook.  
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:** Assignments are due on the date indicate. A late penalty of 4 points deducted per week late (2 off by Monday, 2 more by Thursday) will be applied to work that comes in after the deadline.

**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>

**Consultation:** Please do not hesitate to consult with either the instructor or teaching assistant about any questions you may have. Emails will be answered during the work week.

## CALENDAR AND ASSIGNED READING

**For the purposes of online education, the class week is determined to begin on Wednesday and go through to the following Tuesday.**

### **Week 1 (January 4)**

Lecture: Introduction: Overview of Course and the Classical Inheritance

**No Seminar first week**

### **Week 2 (January 11)**

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 Blackboard. 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", p. 139-144, from Dowley, *History of Christianity*.

Seminar: Historical Method

### **Week 3 (January 18)**

Lecture: Early Church – Inside and Outside the Empire

*Assigned Reading:*

Mark Edwards, "The first Council of Nicea" (CHC);

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

*Supplementary Reading:* David Wright "Councils and Creeds", p. 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 Blackboard.

### **Week 4 (January 25)**

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)

Seminar: Presentation

*Primary Source:* Perpetua Martyrdom

**Week 5 (February 1)**

Lecture: Early Church - Crisis and Adaptation

*Assigned Reading:*

Samuel Rubenson, "Asceticism and monastism, I: Eastern"

Seminar: Presentation

*Primary source:* Rule of St. Benedict (selection)

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

**Week 6 (February 8) Minor paper due**

Lecture: Medieval Christianity – Mission and Institutions

*Assigned Reading:*

**(relevant chapter - OH)**

*Supplementary reading:*

Jonathan Shepard, "Slav Christianities, 800-1100"

Seminar: Presentation

*Primary Source:* Njal's Saga – or St. Columba

**Week 7 (February 15)**

Lecture: Medieval Christianity - Crusades

*Assigned Reading:* Runciman, *First Crusade*, chapters 4&5; Marcus Bull, "Crusade and Conquest"

Seminar: Presentation

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

----- Reading week (February 20 - 24) -----

**Week 8 (March 1)**

**Midterm**

Seminar: TBA

*Primary Source:* TBA

**Week 9 (March 8)**

Lecture: Reformation: Luther & the European Reformations

*Assigned Reading:*

**Relevant Chapter - OH  
Reading on Luther**

Seminar: Presentation

*Primary Source:* Luther shorter catechism; ~~Calvin's Institutes~~

**Week 10 (March 15)**

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: Making historical arguments

**Week 11 (March 22)**

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

**Week 12 (March 29)**

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"

**Final Examination – December 15 (normal class time -9:00 to 11:00)**

**NOTE: RE DRAFT - NOT ALL OF THE READINGS HAVE BEEN FINALIZED - these will be by the first day of classes.**

*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 Blackboard.*

**MARKING RUBRICS**

The next several pages include the marking rubrics which will be used in the minor assignment, the seminar presentations and the final examination questions.

**For Minor paper**

Ability to identify author's bias <b>(CRUCIAL)</b>	A+	All as in A ...only more so	
	A	Outstanding insight into bias – high above expectations	
	A-	Excellent insight into author's bias - value added	
	B+	Very good insight...expectation – named accurately and articulated	
	B	Good insight ...missed one aspect and/or saw bias in a slightly different way – but defensible	
	B-	Satisfactory...trying, but not clear insight and/or weak	
	60-69	Below standard – not able to articulate an understanding of bias and/or identify the bias of the author	
	<60	Below standard – indefensible argument out of own bias; failed to do	
How is the author's bias evident?	A+	All as in A ...only more so	
	A	Outstanding insight into how bias is evident – high above expectations	
	A-	Excellent insight into evidence of bias - value added	
	B+	Very good insight...expectation – able to accurately see how bias was evident	
	B	Good insight ...missed one aspect and/or saw evidence in a slightly different way – but defensible	
	B-	Satisfactory...trying, but weak links between determination of bias and the way it is seen	
	60-69	Below standard – not able to articulate an understanding of how bias is evident	
	<60	Below standard – indefensible argument out of own bias; failed to do	
How does the author's bias affect the evidence and its presentation?	A+	All as in A ...only more so	
	A	Outstanding presentation of how evidence is used to support bias	
	A-	Excellent presentation of how evidence is used ...	
	B+	Very good insight into how evidence is used and presented	
	B	Good insights – missed some major points	
	B-	Beginning to make connections as to how evidence is used to support the argument and reflects bias	
	60-69	Below standard – not able to articulate how evidence is affected or presented	

	<60	Below standard – did not answer question; failed to deal with adequately	
Awareness of one’s own bias (biases)	A+	All as in A ...only more so	
	A	Outstanding understanding of own personal bias and able to articulate it	
	A-	Excellent understanding of own personal bias and able to articulate it	
	B+	Very good understanding – aware of own bias, able to reflect somewhat	
	B	Good – beginning of understanding of own bias – clear understanding of bias – not a deep awareness of own bias	
	B-	Satisfactory – beginning to grapple with the question – weak on understanding of own bias	
	60-69	Below standard - tried – unsuccessful at understanding concept or naming	
	<60	Below standard – failed to do and/or ignored concept	

Awareness of one’s own response to author’s treatment	A+	All as in A ...only more so	
	A	Outstanding – aware of response – able to articulate	
	A-	Excellent – aware of response – able to articulate	
	B+	Very good – some awareness of response – beginning to articulate	
	B	Good – some awareness of response – struggling to articulate	
	B-	Satisfactory – trying to be aware of response & articulate	
	60-69	Below standard – no awareness or attempt – not able to get question	
	<60	Below standard – failed to do – or failed to adequately address issue	
Writing – ability to communicate	A+	All as in A ...only more so	
	A	Outstanding writing - publishable	
	A-	Excellent writing – use as example, very few technical problems	
	B+	Very good writing – generally clear – a few technical problems	

	B	Good writing – ideas confused in a few places – technical problems	
	B-	Satisfactory – writing in way of thought in places – many technical issues	
	60-69	Below standard – not able to express ideas adequately – serious technical issues	
	<60	Below standard – not able to express ideas adequately – very serious technical issues	

Additional comments

Student \_\_\_\_\_

Final grade \_\_\_\_\_

**For seminar presentation**

Background of the primary source	A+	Profound and creative explanation of background	
	A	Outstanding explanation of background	
	A-	Excellent explanation of background	
	B+	Very good explanation of background	
	B	Good explanation of background – some problems	
	B-	Satisfactory explanation of background – missed areas, problems, etc	
	60-69	Below standard – serious problems (noted below)	
	<60	Part of assignment missed – or misunderstanding of what was being asked or of primary source	
Understanding of the Primary source – presentation of key features	A+	Profound and creative insight into primary source	
	A	Outstanding insight into primary source – value added	
	A-	Excellent insight into primary source	
	B+	Very good insight – expectation – named accurately and articulated	
	B	Good insight – missed one aspect	
	B-	Satisfactory...trying but not clear insight and/or weak	
	60-69	Below standard – didn't do or understanding of source and key features	
	<60	Below standard – serious issues of comprehension of primary source or assignment	
Comments on similarities and differences	A+	Profound and creative articulation	
	A	Outstanding articulation	
	A-	Excellent understanding of similarities/differences	
	B+	Very good understanding of similarities/differences	
	B	Good understanding - more	
	B-	Satisfactory understanding – trying	
	60-69	Below standard – improvement needed in key areas (noted)	
	<60	Below standard – serious improvement needed in key areas (noted)	
Oral skills in communication	A+	Profound and creative skill in oral communication and presentation	

	A	Outstanding oral communication skills and presentation	
	A-	Excellent oral communication skills and presentation	
	B+	Very good oral communication skills and presentation	
	B	Good oral communications skills and presentation	
	B-	Satisfactory oral communication skills and presentation – suggestions for areas to work on	
	60-69	Below standard – improvement needed in key areas (noted)	
	<60	Below standard – serious improvement needed in key areas (noted)	

Additional comments

**For final examination questions**

grade	Characteristics	comments
A+	- all of the "A's", only at an even higher level - immediately publishable	
A	<ul style="list-style-type: none"> <li>- excellent construction of a historical argument</li> <li>- outstanding choice and use of examples</li> <li>- excellent definition of terms, then applied in argument</li> <li>- mastery of detail/facts/chronology</li> <li>- excellent use of history as a method</li> <li>- writing style – wonderful</li> </ul>	
A- Excel- lent	<ul style="list-style-type: none"> <li>- excellent construction of a historical argument</li> <li>- Excellent choice and use of examples</li> <li>- excellent definition of terms, then applied in argument</li> <li>- mastery of detail/facts/chronology</li> <li>- very good use of history as a method</li> <li>- writing style – excellent</li> </ul>	
B+ Very Good	<ul style="list-style-type: none"> <li>- very good construction of a historical argument</li> <li>- very good choice and use of examples</li> <li>- very clear definition of terms, applied in argument</li> <li>- accurate details/facts/chronology</li> <li>- very good understanding of history as an approach</li> <li>- writing style - very good</li> </ul>	
B Good	<ul style="list-style-type: none"> <li>- good construction of a historical argument</li> <li>- good choice and use of examples</li> <li>- defined terms in a helpful way</li> <li>- generally accurate details/facts/chronology</li> <li>- good understanding of history as an approach</li> <li>- writing style - good</li> <li>- relevant material</li> </ul>	
B- Satisf- actory	<ul style="list-style-type: none"> <li>- basic construction of a historical argument</li> <li>- some specific examples</li> <li>- defined term adequately</li> <li>- some inaccurate details/facts/chronology</li> <li>- mostly a historical approach</li> <li>- writing style - adequate</li> <li>- some irrelevant material</li> </ul>	
FZ	<ul style="list-style-type: none"> <li>- no construction of a historical argument</li> <li>- no specific examples</li> <li>- confusion of terms</li> <li>- irrelevant material</li> <li>- no or poor or confused details/facts/chronology</li> <li>- not an historical approach</li> <li>- writing style - inadequate</li> </ul>	

Draft - June 30, 2016

Student \_\_\_\_\_  
Question \_\_\_\_\_