



Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number : WYH2181HF
Course Name: Heresy and Orthodoxy from the Early Church to the Eve of the Reformation
Campus: St. George
Day and Time: Thursdays, 14:00–16:00

Instructor Information

Instructor:	Sean A. Otto, PhD	Teaching Assistant:
E-mail:	sean.otto@mail.utoronto.ca	E-mail:
Office Hours:	By appointment	

Course Prerequisites or Requisites

None, but an introductory history or theology course (e.g., WYH1010H or WYT1101H) would be helpful.

Course Description

This course will explore Christian heretical movements from the fifth century through to the Reformation, with the major focus on European heresies, including those originating in the Near East. Beginning with a brief survey of heresies encountered in the Early Church, the course will then examine such issues as Bogomilism, Catharism and the Albigensian Crusade, the Waldensian heresy, the poverty controversy, the Spiritual Franciscans, Wyclif and Lollardy, later medieval Eucharistic heresies, and the Hussite movement in Bohemia. The relationship of Christianity to its fellow Abrahamic faiths, Judaism and Islam, will also form a major point of focus for the course, as “infidels” were often categorized as heretics by medieval Christians. The course will end with a consideration of the role played by medieval heresies and heretics in the polemical engagements and confessional politics of the Protestant Reformation.

Course Methodology

Most of our class time will be spent in a seminar setting, where the class will discuss selected primary sources in translation. These sessions will be preceded by (relatively short) lectures, which will aim to provide historical and theological context for the primary readings.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
<ul style="list-style-type: none"> • will be able to articulate something of the diversity of theological expression from the Early Church to the Reformation; 	Discussions; written assignments	MTS: 1.4 MDiv: 1.4
<ul style="list-style-type: none"> • will be able to distinguish primary sources from secondary sources; 	In-class presentation; annotated bibliography; research essay	MTS: 2.1 MDiv: 2.1
<ul style="list-style-type: none"> • will be able to provide a plausible analysis of a primary source in the various disciplines of theological studies according to its genre, purpose, assumptions or tendency, and intended audience; 	Research essay	MTS: 2.1, 2.3 MDiv: 2.1, 2.2
<ul style="list-style-type: none"> • will be able to give an accurate summary of the substance of a secondary source in theological studies, to give a plausible account of its place in the discussions or controversies of an academic or faith community, and to evaluate whether its approach to solving a problem is appropriate; 	Annotated bibliography; research essay	MTS: 1.4, 2.1 MDiv: 1.4, 2.1
<ul style="list-style-type: none"> • will be able to write an academic essay with a clear thesis statement, an expository outline dependent on the thesis statement, a selection of primary evidence appropriate to the exposition, persuasive interpretations and arguments, and reference to alternative 	Research essay	MTS: 2.1, 2.3 MDiv: 2.1, 2.2

possible interpretations of the primary evidence.		
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Course Resources

Required Course Texts

- W. L. Wakefield and A. P. Evans, eds., *Heresies of the High Middle Ages* (New York: Columbia University Press, 1969). **Available at Crux Books or in the UTL; Call number BT1315.2 .W32 1969 (Robarts, Regis, SMC, Emmanuel, UTM, and electronically)**
- Malcolm Lambert, *Medieval Heresy: popular Movements from the Gregorian Reform to the Reformation*, 3rd ed. (Oxford: Blackwell, 2003). **Available at Crux Books or in the UTL; Call number BT1319 .L35 2002 (Robarts, Regis, Trinity, Emmanuel, UTS)**
- Course Reader, available at the Wycliffe College Front Desk (416-946-3535)

Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>. 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>. Students who have trouble accessing Blackboard should ask Thomas Power for further help.

Class Schedule

All readings are in the course packet apart from Lambert, *Medieval Heresy* and Wakefield and Evans, *Heresies of the High Middle Ages*, unless otherwise noted.

Week 1 (14 September) *Early Christian Heresies and Orthodoxy.*

Readings: *Secondary:* Walter Bauer, *Orthodoxy and Heresy*, 1–43; 229–40, Rodney J. Decker, “The Bauer Thesis: An Overview”

Primary: [The Creed of Saint Athanasius](#) (*Quicumque Vult*) **online**; Eusebius, *The History of the Church*, Book I; *The Gospel of Thomas*.

Week 2 (21 September) *The (re)Birth of Popular Heresy in Europe (c.1000).*

Readings: *Secondary:* R. I. Moore, *The Origins of European Dissent*, 23–45; Edward Peters, “Moore’s Eleventh and Twelfth Centuries”

Primary: Wakefield, 71–93.

Week 3 (28 September) *Heresies and Church Reform in the Eleventh and Twelfth Centuries.*

Readings: *Secondary:* J. B. Russell, *Dissent and Reform*, 18–53; Lambert, *Medieval Heresy*, 14–40

Primary: Ramihrdus/Tachelm, Wakefield, 95–101; Henry of Le Mans/Peter of Bruys, Wakefield, 107–21; Orthodox Reaction, Wakefield, 122–38.

Week 4 (5 October) *Dualism: Bogomils and Early Cathars.*

Readings: *Secondary:* Lambert, *Medieval Heresy*, 62–9; 115–57

Primary: Bogomil Literature Adopted by Cathars, Wakefield, 447–65.

RESEARCH TOPIC DUE TODAY.

Week 5 (12 October) *Catharism & The Albigensian Crusade.*

Readings: *Secondary:* Emmanuel Le Roy Ladurie, *Montaillou*, 288–356, Leonard E. Boyle, “Montaillou Revisited”

Primary: The Book of Two Principles, part I and II, Wakefield, 511–44.

Week 6 (19 October) *Outsiders and Persecution.*

Readings: *Secondary:* Moore, *Formation of a Persecuting Society*, 6–61 **online**, Elukin, *Living Together, Living Apart: Rethinking Jewish-Christian Relations in the Middle Ages*, 75–88 **online**.

Primary: Gui on Heresies, Chapter V, Wakefield, 439–44; Fourth Lateran Council, Canons 67–70.

ANNOTATED BIBLIOGRAPHY DUE TODAY.

Week 7 (26 October) *Reading Week – No Classes*

Week 8 (2 November) *The Inquisition.*

Readings: *Secondary:* David Burr, [Introduction to Inquisition Documents](#) **online**; Lambert, *Medieval Heresy*, 198–207, Edward Peters, “Destruction of the Flesh—Salvation of the Spirit”

Primary: An Inquisitor’s Notebook, Wakefield, 361–73; Gui on Heresies, chapters I–III, Wakefield, 373–411.

Week 9 (9 November) *Vita Apostolica: Waldo and Francis.*

Readings: *Secondary:* Beverly Mayne Kienzle, “Holiness and Obedience”; David Burr, “[The Correctorium Controversy](#)” **online**; Lambert, *Medieval Heresy*, 70–90; 158–89

Primary: [The Rule of St. Francis](#) (1223) **online**; Bull of Nicolas III, [Exiit qui seminat](#) (1279) **online**; Bull of Clement V, [Exiit de paradiso](#) (1312) **online**; Readings on Waldenians in Wakefield, 200–13; 220–30; 346–51.

Week 10 (16 November) *Academic Heresy.*

Readings: *Secondary:* Fichtenau, *Heretics and Scholars*, 281–311, Thijssen, *Censure and Heresy*, 40–89

Primary: Edward Peters, *Heresy and Authority*, 217–33.

Week 11 (23 November) *Joachim of Fiore and Late Medieval Apocalypticism.*

Readings: *Secondary:* Lambert, *Medieval Heresy*, 208–36, George Tavard, *The Contemplative Church*, 13–28

Primary: Selections from Joachim of Fiore in *Apocalyptic Spirituality*, 118–48.

Week 12 (30 November) *Wyclif and Lollardy, Hus and Hussitism.*

Readings: *Secondary:* Lambert, *Medieval Heresy*, 247–87; 305–22

Primary: Peters, *Heresy and Authority*, 265–307.

Week 13 (7 December) *Medieval Heretics: Precursors of the Protestant Reformation?*

Readings: *Secondary:* Abraham Friesen, “Medieval Heretics or Forerunners of the Reformation?”, Euan Cameron, *The Reformation of the Heretics*, 129–66, 176–85.

FINAL PAPER DUE FRIDAY, 15 DECEMBER 2017.

Evaluation

Requirements

- *Readings.* Students will be expected to complete all of the assigned readings before the class in which they are to be discussed. One or more short primary sources will be assigned for every session, and these will form the basis for our in-class discussions, so it is especially important to do the readings.

- *Class participation.* All students will be expected to take an active part in class discussions. Each student will come to class with one question or reflection prepared for each section of reading. This can be something that was puzzling the student while they were reading, or something provoked by the reading. Reflection on how the reading affects one's personal understanding of Christian theology, or how the reading has affirmed or challenged one's personal position on a point of Christian teaching is especially encouraged. These questions/reflections will be handed in at the end of class and will form the basis for evaluation of the participation portion of the final grade.
- *In-class presentation* (see separate handout). Each student will be required to give a short (15 minute) presentation on one of the primary source readings. The focus of this presentation should be to introduce briefly (i.e., in 2-3 minutes) the document in question (author, date, place of composition, etc.), and then to present an analysis of the document. In the first class, the instructor will model the form that this presentation might take.
- *Research topic and annotated bibliography.* These are two separate assignments, only the second of which carries weight towards the final mark for the course, but both of which are required. The choice of a research topic, in consultation with the instructor, will be made **by the end of the fourth week (i.e., 5 October)**, but students are encouraged to develop this as early as possible. The annotated bibliography (see separate handout) will be due **at the start of class on the sixth week (i.e., 19 October)**. It will be returned, with the instructors remarks, by the following class, in order to leave as much time as possible for writing of the research essay.
- *Twelve–fifteen page research paper* (see separate handout). The major assignment for this course is an original research essay. Developed from the research topic and following on from the annotated bibliography, this essay will focus on one major thinker, topic, or controversy, and will engage both primary and secondary sources. Students will be evaluated on the clarity and precision, as well as the originality, of their arguments. Bonus marks will be given for use of source material in languages other than English, but limited by the instructor's competency to French, Latin, and German. The essay will be due **the end of exam week (i.e., 15 December)**.

WEIGHT OF ASSIGNMENTS:

In-Class Presentation: 20%

Annotated Bibliography: 10%

Essay: 50%

Participation: 20%

Grading System

Letter Grade	Numerical Equivalent	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

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/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) 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/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), 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).

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>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8th edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

Bibliography

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