COURSE OUTLINE FOR
THEO 2221 / THEO 5321 Early and Medieval Church History
(Church History I)

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Venue	CKB UG04

Course description and syllabus
The purpose of the course is to introduce the students to the historical and theological developments in the early and medieval church from Jesus to the 15th century. Topics to be discussed in the course include the following:
- The separation of Christianity and Judaism
- Early Christianity's controversy with alternative interpretations of Jesus Christ
- Persecution of Christianity in the Roman Empire and the early Christian martyrs
- The emergence of ascetic and monastic movements
- Christianity as religion of the empire
- Early Christian church councils
- The development of papal power
- The missionary spread of Christianity throughout Europe
- Revivalist, reform, and heretical movements in medieval Christianity
- Rome and Byzantine: a growing division
- Theological developments in the medieval period

Expected Outcome
- Students will gain a general knowledge of theological and ecclesial development during the covered period.
- Students will get acquainted with different perspectives on the history of Christianity and with issues that are still debated today.
- Students will develop sensitivity regarding the diversity of Christian faith expressions.

Further expectations for students of THEO 5321:
- To gain historical depth in theological reflection.
- To learn about historical forms of contextualization.
- The critical study of church history helps students to recover the voices of those condemned as heresy.
- To learn about how the Christian belief and Christian institutions caused social, political, and cultural change.
- To gain insights into social, economic, and cultural factors behind ecclesial and

theological developments.

Structure of the course
All information and relevant material can be accessed through the electronic learning platform **'Blackboard'.**
Students will receive a homework assignment sheet for each week with reading assignments and a list of questions that may lead a student in his/her reading and that he / she would ideally be able to answer after studying the reading assignments.
The course consists of 3 hours (@ 45 minutes) with a mix of lecture and discussion. Students are expected to review the lecture notes and the reading assignments provided for tutorial.
The course may include 'flipped classroom' elements.

Textbooks
The course will closely follow the content and the structure of the Chinese or English study book (Pilgrims and Popes / 分久必合，合久必分), written by Tobias Brandner /白德培. Note that the English publication is a slightly extended and revised version of the previously published Chinese version.
The book by Gonzalez is a helpful and highly readable alternative that has also been translated into Chinese.
Students are encouraged to buy one of the below books.
- Brandner. *Pilgrims and Popes. A Concise History of Pre-Reformation Christianity in the West.* Eugene, OR: Cascade, 2019
  In Chinese:
  白德培: 分久必合，合久必分: 從耶穌時代到改革前夕的西方基督教批判史 (莫界文譯), 香港：明風出版， 2016.
- Gonzalez, Justo L.: *The Story of Christianity. Volume 1. The Early Church to the Dawn of the Reformation.* Harper San Francisco, 1984 (2nd edition 2010) – recommended for purchase, available at University Bookstore
  In Chinese:
  胡斯托·L. 冈萨雷斯 / (Justo L. González) 著; 基督教史. 赵城艺译. 第 1 版. 上海市 : 上海三联书店 2016
- Primary texts and other material on a website that parallels the study book:
  https://www.cuhk.edu.hk/crs/tobias/

For those with enough time and a deeper interest, you may consider reading the following book parallel to the course:
- Diarmaid MacCulloch. *The Reformation. A History.* New York, New York: Penguin Books 2005.

Further study literature
(* for students of THEO 5321)

- * Brockwell, Charles W., Jr., and Timothy J. Wengert (ed.), *Telling the Churches' Stories. Ecumenical Perspectives on Writing Christian History* (Grand Rapids, Mich. : William B. Eerdmans Pub., 1995)
- * Brown, Peter. *The Ransom of the Soul. Afterlife and Wealth in Early Western Christianity*. Cambridge, MA and London, UK: Harvard University Press 2015.
- *Burrus, Virginia (ed.): *Late Ancient Christianity. A People's History of Christianity. Volume 2*, Minneapolis: Fortress Press, 2010
- Butler Bass, Diana: *A People's History of Christianity. The Other Side of the Story*, New York: HarperOne, 2009
- * Casiday, Augustine, and Frederick W. Norris (eds.). *The Cambridge History of Christianity. Volume 2. Constantine to c. 600.* Cambridge University Press 2008.
- * Coakley, John W. and Andrea Sterk, *Reading in World Christian History. Volume I. Earliest Christianity to 1453*, Orbis Maryknoll, 2004
  (text book with useful collection of documents from the history of the church)
- * Dunn, James: *The Partings of the Ways: Between Christianity and Judaism and their Significance for the Character of Christianity*. London: SCM / Philadelphia: Trinity Press International, 1991.
- Ellingsen, Mark: *Reclaiming our Roots: An Inclusive Introduction to Church History, Volume 1. The Late First Century to the Eve of the Reformation*. Harrisburg: Trinity Press International, 1999
  (275pp.; with a table in the appendix on the significant events; 15 chapters, mostly between 15 and 25 pages; good structure; end of chapters sometimes with questions for further reflection)
- Glenn, Hinson E.: *The Church Triumphant. A History of Christianity up to 1300*. Macon: Mercer U. P., 1995
  (470 pp.; can be used as general textbook; well structured; with a few maps)
- * Horsley, Richard A. (ed.): *Christian Origins. A People's History of Christianity. Volume 1*, Fortress Press Minneapolis, 2005
  (280 pp.; collection of essays by different historians; a history from below, turning the usual historiography upside down and focusing on what Christianity meant for simple people, the poor, the slaves, and women; focusing on the earliest time)
- Jenkins, Philip: *The Lost History of Christianity. The Thousand-Year Golden Age of the Church in the Middle East, Africa, and Asia – And How It Died*, New York: Harper, 2008
- Jenkins, Philip: *Jesus Wars: How Four Patriarchs, Three Queens, and Two Emperors Decided what Christians Would Believe for the next 1,500 Years*, New York: HarperOne, 2010
- * Louth, Andrew: *The Origins of the Christian Mystical Tradition: From Plato to Denys*. Oxford: Clarendon Press, 1981
- Matis, Hannah W. *History of Women in Christianity to 1600.* Wiley-Blackwell 2023.
- * Mitchell, Margaret M. and Frances M. Young (eds.). *The Cambridge History of Christianity. Volume 1. Origins to Constantine.* Cambridge University Press 2006
- * Moffett, Samuel Hugh: *A History of Christianity in Asia. Vol. 1. Beginnings to 1500,* Harper Collins, 1992

- MacCulloch, Diarmaid: *Groundwork of Christian History*, Epworth Press, 1987
- * MacCulloch, Diarmaid: *A History of Christianity. The First Three Thousand Years*, Allen Lane, 2009
  (overall over 1,000 pp., of which around 700 pp about early and medieval Christianity;
- Muir, Elizabeth Gillan. *A Women's History of the Christian Church: Two Thousand Years of Female Leadership*. Toronto: University of Toronto Press, 2019.
- Noble, Thomas F.X. and Julia M.H. Smith. *The Cambridge History of Christianity. Volume 1. Early Medieval Christianities c. 600–c. 1100*. Cambridge University Press 2008.
- * Roukema, Riemer: *Gnosis and Faith in Early Christianity* (Harrisburg, Pa. : Trinity Press International, 1999) *
- Stark, Rodney: *The Rise of Christianity. A Sociologist Reconsiders History.* Princeton University Press 1996

In Chinese:
- Walker, Williston (and Richard A. Norris, David W. Lotz, Robert T. Handy): *A History of the Christian Church*. Edinburgh: T. & T. Clark, 1986[4]
  (classical textbook; rewritten by Norris, Lotz and Handy; 405 pp on the pre-reformation part; translated into Chinese)
- Robert Fossier (ed.), *剑桥插图中世纪史*. 3 vols: vol. 1 350-950; vol. 2 950-1250; vol. 3 1250-1520 (Shandong hua bao chu ban she, 2006)
  (more focusing on secular history; with a lot of illustrations; vol. 2 around 500 pages)
- 基督教词典，主编文庸，乐峰，王继武， 商务印书馆出版， 北京 2005
- Mark A. Noll: *Turning points. Decisive moments in the history of Christianity*, translated by Cecilia Yau (CCM, 2002)
  (360 pages, short and concise, covering the whole history of the church)
- Bihlmeyer, *Early Church History*, translated by L. Leeb (宗教文化出版社, 2009)
  (covering the church history until 5th century; around 350 pages; with Western-Chinese and Chinese Western indexes, useful)
- Mary Cunningham, *Faith in the Byzantine World*, translated by Li Zhi Yu (北京大学出版社, 2005
  (small booklet, around 150 pages, with many illustrations)
- Judith M. Bennett, C. Warren Hollister, *Medieval Europe. A Short History* (上海社会科学院出版社, 2008)
  (430 pages; mainly starting from the 4th century on; with useful graphs, illustrations, and maps)
- * 唐逸， 理性与信仰 — 西方中世纪哲学思想 （广西师范大学出版社，2005）
  (430 pages; on medieval philosophy in all its aspects)
- * 基督教二千年史。子第一世纪至当代，主编陶理博士 （海天书楼， 2001）
  (translation of Oxford History of Christianity; around 670 pages, covering the whole history of the church until the present)
- John D. Hannah, *Charts of Ancient and Medieval Church History* (Taipei, Taiwan: China Evangelical Seminary Press, 2003)
  (158 pages of charts and maps; a bit simplistic, but quite useful)

- 吳國桀，奠基立柱——初期教會縱橫談 [*Dian ji li zhu: Chu qi jiao hui zong heng tan*] (*The Foundation and Pillars of Christianity: Key Developments of the Early Church*), Hong Kong: Logos, 2006
- 吳國桀，築樓蓋頂——中世紀教會縱橫談 [*Zhu lou gai ding: Zong shi ji jiao hui zong heng tan*] (*Constructing the Church: Key Developments of the Medieval Church*), Hong Kong: Logos, 2011.

Assessment

For THEO 2221:   20% Tutorial and Class Participation; 30% two tests through the term; 50% two reading reports and reflection papers

For THEO 5321:   20% Tutorial and Class Participation; 30% two tests through the term; 40% reflection paper on one early or medieval theologian; 10% presentation of your findings

1. Tutorial / class participation

- Reading assignments to be read in preparation for each session
- Goals of the tutorial:
    - i   to clarify what has been learnt in the past lesson and what has remained unclear
    - ii   to reflect and critically discuss the past
    - iii   to apply and to relate the past to the present
- Assessment of tutorial and class participation:
    - Regularity of attendance
    - Balanced communicative behavior
    - Quality of oral contributions
    - Originality of thought
    - Knowledge and understanding

2. Tests

The tests provide an opportunity to revise the historical events learned.

- Provisional time: Tue, 29 Oct 2024 and 26 Nov 2024
- The small tests consist of short questions and multiple-choice questions and a small number of other questions.

3. Assignments

THEO 2221:

- Write two reading reports and short reflection papers about two of the following three books:
    a) Stark, Rodney. *The Rise of Christianity. A Sociologist Reconsiders History.* Princeton University Press 1996
    b) Philip Jenkins. *The Lost History of Christianity. The Thousand-Year Golden Age of the Church in the Middle East, Africa, and Asia – And How It Died*, New York: Harper, 2008

c) Muir, Elizabeth Gillan. *A Women's History of the Christian Church: Two Thousand Years of Female Leadership*. Toronto: University of Toronto Press, 2019.

- Note that the assignment combines two aspects:
  a. Your paper reflects a thorough reading and a good understanding of the two books and summarizes the content in a concise form.
  b. You reflect on one or several issue(s) raised in the book in a way that relates to the present context (in whatever way this present context is defined).
- Language: English or Chinese is accepted
- Assessment Criteria:
  - Content: does the paper reflect a good understanding of the texts?
  - Thought: Does the student critically engage with the thoughts expressed?
  - Form: does the form of the presentation enhance the understanding of the written essay? (Neatness of the paper, good structuring, concise writing, mastering of language and proper use of source material)
  - Creativity: Does the form of the presentation show creative dialogue with the theologian? (Additional resource material, creative presentation)
- **Formal guidelines**:
  - **Length**: English 2,000 words, Chinese 3,000 characters for each paper. Note the limitation of length.
  - **Due date report 1:** 15 Nov 2024
    Due date report 2: 10 Dec 2024
  - **Language:** English or Chinese is accepted

THEO 5321
Option 1: A theologian's portrait
- Write an essay about any one Christian theologian of the early or medieval period – e.g., Augustine, Thomas, Irenaeus, Origen, Tertullian, Gregory of Nyssa, Catherine of Siena, Hildegard of Bingen, Meister Eckhart, Duns Scotus, Occam, Abaelard, etc.
- Try to answer the following questions (guideline for your help and inspiration – please be creative and feel free not to stick to this format):
  - What is his / her life and life context? (Social, political, ecclesial context of the theologian; the challenge that he wants to respond to)
  - What is his / her main thought? What philosophical traditions have influenced him / her? (philosophical and religious sources does he draw from)
  - What is his / her achievement? (effect on later church history and history of philosophy)
  - What does he / she tell me? What is his / her relevance today?

Option 2: The topical option
- Write an essay on one of the following topics:
  a) Christianity and the poor
  b) Christianity and women: between empowerment and control

c) Christianity and social change

Option 3: The artistic option
- Write a short piece of *historical fiction* set in the early or medieval Christian period, demonstrating your understanding of the historical and cultural context, or submit a *painting* (together with preparatory drafts), a *musical composition*, a *video* or a *dramatic performance* and a short reflection paper relating to the early and medieval history of Christianity.
   o This is an option that is only to be chosen if you have some form of track-record in artistic production.

Oral presentation
- Students will be required to give a short presentation of their core findings in one of the sessions in November. You may use presentation tools such as ppt or others (with a maximum of 3 slides) to enhance your presentation.

The assignments in all different options combine two aspects:
a. ability to *understand* a theologian's thought or a problem's different aspects and the ability to describe it concisely;
b. ability to *reflect* on a theological problem of your own context in exchange with the thought of a specific theologian.
c. ability to *present* core ideas in an understandable and concise way.

- **Formal guidelines**:
  • **Length**: English 5,000 words, Chinese 6,000 to 7,000 characters. Note the limitation of length.
  • **Due date**: 12 Dec 2024
  • **Language:** English or Chinese is accepted

- <u>Assessment Criteria</u>:
  • Content: does the paper reflect a good understanding of the theologian?
  • Thought: Does the student critically engage with the thought of the theologian?
  • Form: does the form of the presentation enhance the understanding of the written essay? (Neatness of the paper, good structuring, concise writing, mastering of language and proper use of source material)
  • Creativity: Does the form of the presentation show creative dialogue with the theologian? (Additional resource material, creative presentation)

A note on language
While you are welcome to write your assignment paper in Chinese, I would like to encourage you to make a step and try to do it in English. To make progress in English, make sure to either ask someone for proofreading (and learn from the mistakes that the proofreader uncovers!) or use one of the web-based tools to help you identify and correct linguistic mistakes. A workshop

by CUHK's *English Across the Curriculum* unit will be organized in one of the tutorial sessions to introduce students to some of the resources and ways how to improve your English writing.

A note on Plagiarism
- The University places great emphasis on students' academic honesty.
- A short video clip (in three different versions – Cantonese, Mandarin, and English) introduces you to the notions of plagiarism and academic honesty:
    - http://www.cuhk.edu.hk/clear/tnl/acad_honesty.html
    - Read also the following academic honesty website:
      http://www.cuhk.edu.hk/policy/academichonesty/
- Note that the use of AI tools needs to be treated in the same way as scholarly references.

A note on the use of AI
AI may only be used with explicit acknowledgement and proper citation. Students are required to acknowledge all functional uses of a generative AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

i.   An example of acknowledgement
     'I acknowledge the use of (name of AI tool – e.g. ChatGPT (https://chat.openai.com/) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.)

ii. An example of citation:
     OpenAI. (2023). ChatGPT (Mar 20 version). https://chat.openai.com/chat
     (Students are reminded that due to the rapid developments of generative AI tools, some citation formats may be updated regularly.)

iii. An example of including texts generated by an AI tool in their work:
     "The following text was generated by an AI tool / language model (ChatGPT):"[Insert the text generated by ChatGPT here.]

iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool:
     "[The prompt], as generated by an AI language model (ChatGPT):" [Insert the text generated by ChatGPT in response to the prompt.] Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations. Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.

Grading
The grading follows the general grading policy of the CUHK outlined below (in short form):

Grade A / Excellent: Outstanding performance on ALL learning outcomes.
                       Demonstrates the ability to synthesize and apply the principles or skills
                       learned in the course in a manner that would surpass the normal

expectations at this level and typical of standards that may be common at higher levels of study.

Grade A- / Very Good: Generally outstanding performance on all or almost all learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B / Good: Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level.

Grade C / Fair: Satisfactory performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade D / Pass: Barely satisfactory performance on a number of learning outcomes.

Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.

	Excellent	**Good**	**Needs Improvement**	**Unacceptable**
Thesis	A clear statement of what is being proposed or argued in the paper.	The thesis is easily detectable after reading the paper, but it is not presented in a single and clear statement.	The thesis is present, but a reader must work hard to reconstruct from the entire paper.	There is no thesis or central argument/proposal to tie the paper together, or the thesis is unclear.
Arguments	Each reason, support, or argument to follow the thesis is made clear, thorough, relevant and convincing. Proper references are consistently made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.	Arguments made to support the thesis are clear, but less thorough, relevant, and/or convincing. References are often made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid, but this is done not as consistently.	Arguments made to support the thesis are acceptable but sketchy or their relevance unclear. Some references are made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.	Arguments to support the thesis are missing, irrelevant, or not convincing. The paper makes lots of claims or assertions that are not substantiated. There are few or no references to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.
Counter-Arguments	The paper acknowledges, anticipates, and accounts for conflicting evidence, counter-examples, counter-arguments, and/or opposing positions, even ones that are not obvious or not yet been made in writings of others.	The paper acknowledges and accounts for obvious conflicting evidence, counter-examples, counter-arguments, and/or opposing positions.	The paper acknowledges and accounts for a few obvious conflicting evidence, counter-examples, and counter-arguments, but miss other obvious opposing positions. Or the paper acknowledges counter-arguments without accounting for them.	No awareness or acknowledgment of conflicting evidence, counter-examples, counter-arguments, or opposing positions.

	Excellent	Good	Needs Improvement	Unacceptable
Organization	The paper's flow, from one paragraph to another, is consistently sensible, logical, and always with clear transitions. The movement from introduction to the body and then the conclusion is easy to follow and coherent.	The paper's flow, from one paragraph to another, is largely sensible and logical. Transitions are mostly appropriate. The movement from introduction to the body and then the conclusion is distinguishable if not easy to follow.	There are signs of sensible and logical organization, but these are mixed with abrupt or illogical shifts and ineffective flow of ideas. The movement from introduction to the body and then the conclusion is not clearly distinguishable.	The paper does not flow well in terms of organization or for the argument of the thesis. Transitions from paragraph to paragraph or from one idea to the next are missing. The movement from introduction to the body and then the conclusion is non-existent.
Style	The paper is written in complete and grammatically correct sentences. Word choice is precise; definitions are provided if and when needed. Paper has been spell-checked, proofread, and contains no errors.	The paper is written in complete sentence and grammatically correct sentences. Word choice is understandable, definitions are generally (though not always) provided if and when needed. Paper has been spell-checked, proofread, and contains only a few errors.	The paper contains some incomplete or grammatically incorrect sentences. Word choice is imprecise, at times not understandable, and/or not defined when needed. Not clear if the paper has been spell-checked and proofread because of the number of errors present.	The paper is written with many incomplete or grammatically incorrect sentences. Word choice is not understandable and definition of particular terms or words is not given even when needed. The paper has clearly not been spell-checked or proofread, and hence contains an excessive number of errors.
Documentation	Notes to indicate sources of information are given whenever they are needed. Both notes and bibliography use consistent and academically acceptable format.	Notes to indicate sources of information are generally given when they are needed. Notes and bibliography are generally but not always consistent or conform to required academic standard.	Sources of information are not consistently documented. If they are, format is inconsistent or does not conform to required academic standard.	Source materials are used without documentation.

For submission of assignments, please follow the following rule:
1. Upload your assignment on the Blackboard website. ***Only word-format is allowed. PDF is regarded as non-submission***.
2. At the same time also upload a soft copy of the completed assignment to the plagiarism detection engine VeriGuide, at the URL: https://veriguide2.cse.cuhk.edu.hk/cuhk/
3. The system will issue a receipt which also contains a declaration of honesty, which is the same as that in http://www.cuhk.edu.hk/policy/academichonesty/p10.htm. The declaration should be uploaded in pdf to the blackboard system.

Overview

PART I   **THE HISTORY OF THE EARLY CHURCH: FROM JESUS TO THE END OF THE WESTERN ROMAN EMPIRE IN THE 5TH CENTURY**

3 Sept 2024   Session 1:
Introduction to the course
The church in the first two centuries
- What is the relation of Jesus to the Christian church?
- Steps in the Development of the early church and the spread of Christianity
- The separation between Christians and the Jewish Community

10 Sept 2024   Session 2: Christianity and politics
Conflicts with the state
The extension of Christianity in the first three centuries

17 Sept 2024   Session 3: Challenges to the faith in the second century and the development of early Catholic theology
The pre-catholic church
Alternative interpretations of Christ: Gnostics, Marcionites and Montanists
Streamlining the Christian faith: Development of catholic theology

24 Sept 2024   Session 4: Christianity and culture: The encounter with Hellenist philosophy
Hellenistic philosophies
Patristic theology
Early Trinitarian debates

Tutorial: English workshop, conducted by English Across the Curriculum (EAC)

1 Oct 2024   No class – public holiday

8 Oct 2024   Session 5: Christianity becoming the religion of the empire
The so-called Constantinian conversion
Religious policy after Constantine
Constantine's impact on the religious life of the catholic church
Impact on the theology of the catholic church
Counter-movements to the imperial church: Ascetism and monasticism

Tutorial: Discussion on the written assignments and on plagiarism (deadline for establishing a topic).

15 Oct 2024   Session 6: Theological and ecclesial controversies of the 4th century
Donatism

The Arian controversy until the Council of Nicaea
The continuation of the controversy until Constantinople

22 Oct 2024   Session 7: Theology and Christological debates in the 5th century
The Council of Chalcedon
Augustine

PART II   THE HISTORY OF THE MEDIEVAL CHURCH

29 Oct 2024   Session 8: Mission history: the extension of Christianity and inculturation in
European culture
The encounter of the catholic church with non-Roman kingdoms
Shifts in world Christianity and the confrontation with Islam

Tutorial: Quiz 1

5 Nov 2024   Session 9: Church and state: The growth of papal and ecclesial power
The history of the papal claim of primacy
The development of the secular power of the popes
The conflict between the papacy and the Empire
Medieval papacy, church and state

Tutorial: Student presentations

12 Nov 2024   Session 10: The history of a growing division: The churches in East and West on
separate ways
Christological debates of the 6th and 7th century
The iconoclastic debate

Tutorial: Student presentations

19 Nov 2024   Session 11: The history of the other church: Revivalism, reform, and alternative
Christian faith expression in medieval times
Christian mysticism
Monastic reform movements
Mendicant orders
Radical and heretical movements
The Catholic Church and the 'other church'

Tutorial: Student presentations

26 Nov 2024   Session 12: Outward militancy and inward divisions in late medieval times
The crusades
The inquisition

The Babylonian captivity of the church and the divided papacy
The conciliar church reform movement

Student presentations

Tutorial: Quiz 2