



TYNDALE

• SEMINARY •

Course Syllabus

FALL 2018
HISTORY OF CHRISTIANITY II
HIST 0562

TUESDAYS, 6:45 – 9:35 PM – SECTION 1
THURSDAYS, 8:15 – 11:05 AM – SECTION 2

INSTRUCTOR: ASHOOR YOUSIF

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Office Hours: by appointment (C411)
Tuesdays, 5:00 – 6:00 PM – Section 1
Thursdays, 11:30 – 12:30 PM – Section 2

Access course material at <http://classes.tyndale.ca/>
Course emails will be sent to your @MyTyndale.ca e-mail account only.
[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

I. COURSE DESCRIPTION

The excitement and the trauma of the reformation period in Europe extended over two hundred years. Events changed the face of the continent. However, as the period came to an end, Christians emerged with another focus, and it was once again global. Migrations and missions saw them establish their faith around the world. However, intercontinental conditions, coupled with emerging attitudes in Europe and the Americas, stimulated surprising changes. By the middle of the 20th century, the centre of Christian life was shifting from the northern hemisphere to the south. Tracks with these developments and the thought underlying them. Writings from the participants lead students into the fervor of the times.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Acquire comprehensive knowledge of the global history of Christianity from the Apostolic Age to the Protestant Reformation.
2. Evaluate critically and reflectively the events, people, themes, and issues encountered in the course.
3. Synthesize and relate the historical insights with contemporary realities.
4. Analyze critically and comparatively primary and secondary sources.
5. Conduct independent research and communicate complex content in clear academic writing.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Gonzalez, Justo L. *The Story of Christianity, Volume II: The Reformation to the Present Day*. San Francisco: Harper Collins, 2010. ISBN-10: 0-06- 185589-8 **(Reading G)**

Jenkins, Philip. *The Next Christendom, the Coming of Global Christianity*. Oxford University Press: 2002. ISBN 0-19-516891-7. **(Reading J)**

Online Primary Source Readings. **(Reading S)**

B. RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.com – a free and reputable online resource developed by Tyndale House (Cambridge University) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

1. **In-Class Group Discussions and Written Responses:** 5 Responses, 150-200 Words, 3% each (Total 15%). Due during the lectures. **Late responses are not accepted.**

You will discuss in groups and write collectively five (5) concise and critical responses to questions or/and themes based on the weekly assigned readings or/and raised in-class discussions and lectures.

Aim for responses that display a thorough understanding of the reading relevant to each question or/and a clear engagement with the class discussions and lectures, especially identifying areas of your understanding of each week's assigned reading that has been challenged, changed, or/and enriched as a result of in-class discussion and lecture. This is not a summary of the readings and/or the lectures, but a

responded to particular themes/arguments. Be specific and brief, but not superficial.

2. **Primary Source Analysis Paper:** 600-750 Words, 15%. **Select from Readings S2-S5 ONLY.** Due on Mondays (11:59PM) before the date the primary source reading is discussed in class. **Late papers are not accepted.** No papers are accepted after Monday, February 25 (11:59PM).

Write an exegetical and reflective paper on ONE of the primary sources S2-S5. This assignment is designed to give you some direct exposure to key texts from the context (place and time) we are investigating in this course. No research is required beyond the primary source itself.

In the paper, provide (1) a brief summary of the source's content, (2) an analysis of its objective, and (3) a reaction to its message. It will involve a "close reading" of the text, looking, first, for the author's main ideas and then for any clues regarding other details about the author (e.g., character, spirituality, biography, or historical situation). All of this information will shape your analysis and reaction, and provide an argument, a thesis, which is a summary of the paper's argument, early in the introduction. The body of the paper will support your thesis. Show how your argument is drawn from the primary source you read by carefully documenting it.

3. **Critical Book Review and In-Class Group Book Presentation (Secondary Source):** This is a two-part assignment (Total 30%)

Part I. Critical Book Review: 500-600 Words, 15%. Due on Monday, March 18 (11:59PM). **Late papers are not accepted.**

Write a critical book review of Jenkins' *The Next Christendom, the Coming of Global Christianity*. The review needs to concentrate more on the ideas than on the details. Talk about (1) the author's overall theme and thesis of the book, (2) the author's purpose and/or agenda of the book, (3) the book's structure and/or order of the materials and its relation to the purpose of the book, (4) the book's strengths and shortcomings, and (5) the book's contributions and implications. To address these areas you will need to include some content, but try to focus on the main issues that he raises and deals with.

Part II. In-Class Group Book Presentation: 15 minutes. 15%. Due on the date of the last lecture.

You will present, as a group of three (3) students, on ONE chapter of Jenkins' *The Next Christendom, the Coming of Global Christianity*.

In the presentation, you will (1) summarize the main thesis/theme (and the supporting ideas, arguments, and evidence) of the chapter; (2) critique and highlight at least one of the shortcomings and/or weakness of the chapter's arguments and/or evidence, stating why and providing a respond and/or alternatives; and (3) praise and highlight

at least one of the strengths and/or importance of the chapter's arguments and/or evidence, stating why and providing implications and/or applications to the class.

4. **Research Proposal and Paper:** This is a two-part assignment (Total 40%)

Part I. Research Proposal: 200-300 Words, 10%. Due on Monday, March 4 (11:59PM)

Write a 1-2 paragraph proposal for your research paper including a thesis statement or organizing question, an outline of your argument, your methodological approach, and a brief annotated bibliography of sources.

Part II. Research Paper: 1500-2000 Words, 30%. Due on Friday, April 12 (11:59PM)

Write a research paper that directly engages with one of the issues, themes, events, or people encountered in the course using secondary (and primary) sources. In other words, research is required for this paper. The paper must be transparent, meaning that you will clearly state what your sources are, and how you have gone about turning them into "data" for your argument.

You need to demonstrate familiarity with the specifics and details of the issues, themes, events, or people you selected, as well as demonstrate your ability to place your topic within the larger context of Christian history. The paper should not simply report, summarize, or review materials, but demonstrate thoughtful analysis and reflection and embody an argument (thesis) which will be a summary of the paper's argument, early in the introduction. The body of the paper will support your thesis. Show how your argument is drawn from the primary and secondary sources you used by carefully documenting it.

D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

In-Class Discussions and Responses	15 %
Primary Source Analysis Paper	15 %
Critical Book Review & In-Class Book Presentation	30 %
Research Paper Proposal & Research Paper	40 %
Total Grade	100 %

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Submission Method and Late Submission

Submission: Papers to be submitted electronically in .doc or .docx format via Moodle.

Late Submission Penalties:

- In-Class Responses, Analysis Paper and Book Review will not be accepted as late.
- Research Paper Proposal and Research Paper will be penalized 1% per day if late.

Citing References

In all assigned work, proper style guidelines must be used and followed exactly; failure to do so will render the submitted assignment unacceptable. For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#). You must credit all sources in research; plagiarism is a serious academic and moral offence.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aa@tyndale.ca) before proceeding.

G. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's

learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
Jan. 15/17	How Did We Get Here?	G 1-3
	I. The Reformation Church	
Jan. 22/24	Protestant Continental Reformation	G 4-7 S1
Jan. 29/31	The British Isles Reformation	G 8-11
Feb. 5/7	Catholic Counter Reformation	G 12-15 S 2-3
Feb. 12/13	European Religious Struggles	G 16-18
Feb. 19/21	<i>Reading Days: No classes</i>	
Feb. 26/28	Catholic Globalization	G 19-21 S 4-5
	II. The Modern Church	
Mar. 5/7	Modernity and Religion	G 22-24 S 6
Mar. 12/13	North American Religiosity	G 25-27 S 7-8

Mar. 19/21	Protestant Globalization	G 28-29 S 9-10
Mar. 26/28	East European Orthodoxy	G 30-34
Apr. 2/4	Contemporary Protestantism	G 35-37 S 11-12

III. The Post-Modern Church

Apr. 9/11	Next Global Christianity	G 38 J
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V. ONLINE PRIMARY SOURCE READINGS

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

The readings below can be found as PDF files on the course web page at classes.tyndale.ca under “handouts”.

I. THE REFORMATION CHURCH

Reading S1: John Knox. *John Knox’s History of the Reformation in Scotland*. Edited by W. C. Dickinson.

Reading S2: St. Ignatius. *The Spiritual Exercises of St. Ignatius*. Translated by Anthony Mottola.

Reading S3: Jesuit Relations. *The Jesuit Relations and Allied Documents*. Selected and Edited by Reuben Gold Thwaites.

Reading S4: King Afonso. Afonso, King of Kongo. “Select Letters.”

Reading S5: Las Casas. Bartolome de Las Casas. *Tears of the Indies*. Translated by John Phillips.

II. THE MODERN CHURCH

Reading S6: John Bunyan. John Bunyan. *The Pilgrim’s Progress*. Edited by Robert Sharrock.

Reading S7: Ziegenbalg. Bartholomew Ziegenbalg. *Thirty-Four Conferences*. Translated by Mr. Philipps.

Reading S8: John and Charles Wesley. John and Charles Wesley. *Selected Prayers, Hymns, . . .*

Edited by Frank Whaling.

Reading S9: Jonathan Edwards: Jonathan Edwards. *Religious Affections*. Edited by John E. Smith.

Reading S10: Henry Alline: *The Life and Journal of The Rev. Mr. Henry Alline*. Edited by James Beverley and Barry Moody.

Reading S11: Phoebe Palmer. Phoebe Palmer. *Selected Writings*. Edited by Thomas C. Oden.

Reading S12: Charles C. Finney. Charles C. Finney. *Reflections on Revival*. Compiled by Donald W. Dayton.