

*“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.”*

<b>Course</b>	<b>HISTORY OF CHRISTIANITY II</b> HIST 0562W
<b>Date and Time</b>	MAY 3 – JULY 23, 2021 WEB-BASED ONLINE (Asynchronous)
<b>Instructor</b>	<b>JAMES TYLER ROBERTSON, PhD</b> Telephone/voice mail: (416) 226-6620 Ext. 2274 Email: <a href="mailto:jtrobertson@tyndale.ca">jtrobertson@tyndale.ca</a>
<b>Class Information</b>	The course is web-based asynchronous with no fixed class time. Students may participate in live-streamed office hours as posted on the course page.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only. <a href="#">Learn how to access and forward emails to your personal account.</a>

## 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. Understand major chronological events that have taken place in Christianity from A.D. 1500 up to the present day
2. Identify some of the major people and ideas that have defined the last 500 years of Christian history.
3. Develop a greater understanding of the developments that have shaped Protestantism specifically, but also link these ideas to the larger global context, including Roman Catholicism and the various Orthodox Churches.
4. Bring their increased historical knowledge into conversation with some of the contemporary issues that he/she might be facing in his/her own spiritual walk.
5. Articulate the theological developments that are unique to the modern age of Christianity.
6. Provide reflections, insights, and critiques regarding some of the more prevalent theological trends in present-day North America.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Gonzalez, Justo L. *The Story of Christianity: Vol. 2: The Reformation to the Present Day*. San Francisco: Harper Collins, 2010. (ISBN-10: 0-06- 185589-8)

Primary Source Readings (**Available at the Top of the Course Page**)

The **Primary Source Readings** will be located at one place on the course site (<http://classes.tyndale.ca>) under the **Primary Readings** headings so that you can choose which two (2) readings you would like to do for that assignment. They are referenced so that you know which readings are from which periods we are covering in the course.

### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – 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. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

### D. ASSIGNMENTS AND GRADING

#### 1. Weekly Discussions and Interactions

Each week, beginning on Monday and concluding on Saturday, Dr. Robertson will offer a series of questions and themes to be discussed in order to integrate the week’s lecture, notes, videos, text, and primary source readings around topics related to each. Each student is expected to interact with the ideas presented by the instructor as well as the other students in order to advance the discussion and synthesize the various ideas present in that week’s lessons. The goal of these online discussions is to assess each student’s grasp of concepts, ability to integrate ideas, and comfort with conversing on the topics in a satisfactory manner. There is a lot of information to take in during each week and this part of the class is designed to help the students synthesize all the information they are presented with in manageable ways.

Every Monday, Dr. Robertson will suggest a topic and allow the students to comment and present questions of their own. Dr. Robertson will then advance the conversation into other areas as well as discuss and challenge some of the various discussions that have already taken place. Each week, Dr. Robertson will upload a brief video summary for the previous week that will highlight certain elements of the previous week’s discussion as well as introduce the current week’s discussion topic.

It must be stated again that it is the expectation of this assignment that each student participates in the discussions **each week** even though there is a certain amount of freedom as to when such interactions take place. The student can take time to write his/her initial response and **there is no specific day each week when that is due**. However, the student should allow him or herself enough time to also interact with a couple of the other students in the group. Eight of the twelve possible discussions will be counted towards the student’s final grade. It is recommended that the student interact more than eight of the twelve weeks, but it is the top eight that will be counted towards the final mark.

Consult the grading rubric on the [classes.tyndale.ca](https://classes.tyndale.ca) page if you have any other questions.

**WORTH: 40%**

*DUE: Each Week*

**IMPORTANT: For every assignment handed in the student is required to label the file as follows:**

**Last name, First name-Paper Title.doc (or PDF)**

**This makes the task of returning the papers to the students much easier for Dr. Robertson and/or the course T.A.**

**2. Being Martin Luther: Construct 5 Theological Theses that you would use to Inspire Reformation and Conversation in your own church.**

The student will examine his/her own denomination and, using Luther as a guide, write five ideas/theses of correction based on his/her own concerns. The student will humbly examine elements of theology, doctrine, practice and/or social dynamics within his/her own denomination or specific church and present five areas that he/she believes the church should address for the sake of greater clarity or correction. The point of this assignment is to help the student better understand the mindset and struggles Luther and other Reformers faced as they examined their own faith traditions with an eye to provide correction and change. Each of the five points will be brief (no more than a paragraph) and will, like Luther's famous 95 Theses, bring the existing point to the foreground and then provide an idea for a correction/solution. For example:

1. Our church teaches that salvation comes only once the sinner's prayer has been recited and is evidenced by the baptism of the Holy Spirit, specifically manifested in the gift of tongues. I propose that we need to examine our definition of the term "salvation" based on the biblical accounts of Cornelius and the thief on the cross, both of whom provide contrary evidence to our specific definition of salvation. I believe that salvation is a gift offered by God alone and our church is called to act only as stewards to the spiritual needs of its adherents but is not called to be the gatekeepers who determine what proper salvation looks like.

Five such theses of that length and with that formula, along with a brief introduction and conclusion, form the entirety of the assignment. Citations are permissible, but not required, as the point of the assignment is to briefly offer challenges without full defense of the student's intended point.

**WORTH: 10%**

*DUE: May 22 by midnight (Saturday of Week 3)*

### 3. Research Paper

The student will compose a 1500-word research paper on a person, event, or idea of particular interest to the student. The paper **must** be on a person or event from the time period covered in this class (from 1500 up to early 2000s). This paper should include an explanation of the topic, it should include research with both primary and secondary sources and should summarize why the topic is important to the development of Christianity. A good general rule is two sources per page and a bibliography is to be included at the end. The style of bibliography will follow the Chicago/Turabian style as follows:

- Book: Last name, First name. *Title of book: This should be in italics.* City: Publisher, year of publication.
- Chapter: Last name, First name. "Title of Article: Not in Italics But in Quotation Marks." In *Title of Book: In Italics*, edited by Name of Editor, page numbers of article. City Published in: Publisher, Year of Publication.

NOTE: Do not go over the word count. Many people think this impresses the professor but one of the most important aspects of writing is the ability to self-edit. Make sure your writing only includes aspects central to your main argument and avoid repetition or going down "rabbit trails" that, while interesting, have little to do with the point you are making.

**WORTH: 20%**

*DUE: June 26 by midnight (Saturday of Week 8)*

### 4. Primary Reading Assignment

The student will pick any two (2) of the Primary Readings located at the top of the course resource page at [classes.tyndale.ca](http://classes.tyndale.ca). Do a 500-600 word (2 pages approximately) explanation of **each** primary reading you have chosen. Ask yourself what is the historical context of this document? How does that inform the content of the reading? Who is writing this and why? Is there a specific incident the reading is discussing? If so, what is it? Finally, does this document inform any of the perceived issues you are facing in the present age? Again, the paper should not be more than 600 words so be brief in your answers and do not worry about referencing other sources. This assignment is designed to give you experience interacting with historical documents and hearing historical voices with less attention paid to the research element that is normally involved in such a task.

**WORTH: 10%**

*Due: July 17 by midnight (Saturday of Week 11)*

## 5. Alternative History Final Paper

For the final assignment, the student will pick a person or event and compose a 1500-word paper detailing how the world would be different if that person or event had **not** taken place. There is no extra research required for this assignment as the student is called to construct an alternative world. The assignment will be graded on the student's ability to realistically explain a world absent of the event or person chosen. This is a creative assignment and I do not want you to simply write a research paper about a topic and then conclude with "and none of this would have happened if X had not existed."

Rather, be more creative with this assignment. Topics could include:

- "Would evangelical faith exist if John Wesley had not had his Aldersgate experience?"
- "What would American Christianity look like if they had lost the Revolutionary War against England?"
- "What would the Reformation had looked like if Frederick the Wise had not protected Martin Luther after the Diet of Worms?"

This is an exercise in historical fiction. The point of the assignment is to see how well the student can grasp the importance of certain people/events and then demonstrate the "ripple effect" the absence of such a person/event would have on our world today.

**WORTH: 20%**

*DUE: July 31 (one week after the end of the course) by midnight*

## E. 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.

## F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Weekly Discussions	40 %
Being Martin Luther	10 %
Research Paper	20 %
Primary Reading Assignment	10 %
Alternative History Final Assignment	20%

Total Grade	100 %
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## G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

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](#).

### 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 takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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 may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## H. 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**

##### **Reformation Church**

###### Class 1 (May 3- May 8):

An Obstinate Monk: Luther, Afonso, & Changing the West  
Gonzalez: 1,2, and 4.

###### Class 2 (May 10 – May 15):

Calvin, Zwingli & Politics: The Reformation Goes International  
Gonzalez: 3, 5, 7, and 12

###### Class 3: (May 17 – May 22):

The English “Reformation”: Are they Protestants?  
Gonzalez: 6, 8-10

***\*Assignment: Being Martin Luther Due by Midnight on May 22<sup>nd</sup>***

##### **Modern Church**

###### Class 4 (May 24 – May 29):

1618-War!: Protestants & Catholics Fight...Again  
Gonzalez: 13, 15-16

###### Class 5 (May 31 – June 5):

Personal Jesus: The Birth & Development of Evangelicalism  
Gonzalez: 18, 21-24

###### Class 6 (June 7 – June 12):

Ziegenbalg’s India: Protestant Missions Change the World  
Gonzalez: 30 and 33

###### Class 7 (June 14 – June 19):

Age of Empires and Unrest: The New World is Found/Born  
Gonzalez: 22, 25 and 27

###### Class 8 (June 21 – June 26):

Global Christianity: Non-Western Expressions of Jesus

Gonzalez: 29-30

**\*Assignment: Research Paper Due by Midnight on June 26<sup>th</sup>**

Class 9 (June 28 – July 3):

The Long Twentieth Century Part I: The Bible, Creation, & Fundamentalism

Gonzalez: 32 & 35

Class 10 (July 5 – July 10):

The Long Twentieth Century Part II: World Wars, Bonhoeffer & Marketing the Modern Age

Gonzalez: 36-38

### **Post-Modern Church**

Class 11 (July 12 – July 17):

The Long Twentieth Century Part III: Televangelism, Psychology, & Social Upheavals

**\*Assignment Due: Primary Readings Assignment Due by Midnight on Saturday, July 17<sup>th</sup>**

### **The Canadian Context**

Class 12 (July 19 – July 24):

“Eh” & “Meh”: The Religious Landscape of Canada

Primary: Pierre Berton. *The Comfortable Pew*. (excerpt)

**\*Alternative History Due by Midnight on Saturday, July 31<sup>st</sup> (one week after class ends)**

### **V. SELECTED BIBLIOGRAPHY**

To be posted on the course page on [classes.tyndale.ca](http://classes.tyndale.ca)

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)