

*“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 0562 1A
<b>Date, Time, and Delivery Format</b>	May 6 – JUNE 15, 2024 ASYNCHRONOUS ONLINE
<b>Instructor</b>	<b>Rev. Dr. 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/in-person 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.

## 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. Understand 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. Consider some of the contemporary issues that he/she might be facing in his/her own spiritual walk by bringing their increased historical knowledge into the conversation.
5. Articulate the theological developments that are unique to the modern age of Christianity.
6. Reflect and critique 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 on 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](#).

Please take time to look at the Center for Academic Excellence Resources on the Introduction of the course page for information on researching and writing papers for this class.

### 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 Community Discussions and Reading Journal

Each week, beginning on Monday and concluding on Saturday, Dr. Robertson will offer questions and themes to be discussed in a group 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 lesson.

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. It is also designed to help build online learning communities so that the students can interact with fellow classmates about the material. 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 in community.

Each week, the student will also be asked to interact with the text readings from that week. The student will be asked to note questions and elements of interest from the text that helped inform their opinions, caused them to question, and/or gave them new insights. The reading journal is designed to help the students engage with the readings and demonstrate how the text is augmenting the lecture material. This is an integral part of the class as the lectures are designed to be viewed in concert with the assigned readings.

Every Monday, Dr. Robertson will post a topic, debate, or question and allow the students to comment and present questions of their own. **The student’s initial post should be 3-5 mid-sized paragraphs in length. The subsequent interactions needs be no longer than a single**

**paragraph that highlights or questions one of their classmate's comments.** 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, push the class into considering some new ideas, 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. Each of the six community forums will be counted towards the student's final grade (each week is scored out of a possible 5).

**FORUM DISCUSSION GRADING RUBRIC IS AVAILABLE ON THE COURSE PAGE**

**WORTH: 30%**

**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 (5) 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 (5) 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 (5) 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 (5) such theses of that length and with that formula would form the entirety of the assignment. Citations are required, as the point of the assignment is to briefly offer challenges and defend the student's intended point. **The paper also needs to have a brief introduction explaining a little about the church and offer a conclusion at the end of the theses as well.** If each point is a paragraph, the entirety of the assignment should be approximately 3.5-4 pages in length.

**WORTH: 20%**

**DUE: June 22 by midnight (One week after course completion)**

### **3. Primary Reading Research Paper OR Historical Sermon (Pick one, do not do both)**

#### **Research Paper: 2500 word paper**

The student will compose a 2500-word research paper on one of the Primary Readings available on the course page of particular interest to the student. The paper needs to examine and explain the historical context of this document. Who is writing this and why? Is there a specific incident the reading is discussing? If so, what is it? What other factors/events are contributing to the composition of this reading? Finally, does this document inform any of the perceived issues you are facing in the present age? 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.

**OR**

#### **Historical Sermon: 20-minute video**

Using one of the Primary Reading sources from the course page, the student will present an historical sermon designed for his or her worshipping community based on their selection. The sermon must be recorded and marks will be awarded for creativity in the video presentation. In order to do well, the sermon should reference biblical teachings and how the person/event is connected to the teachings presented in the Bible. The sermon needs to explain the history behind the person/event selected, its relevance to the biblical teaching, include quotes from the reading and why they matter, and application/wisdom it can offer for Christians of today. Included with the video sermon, the student must also supply an outline for the sermon, a bibliography of sources cited, and a one-paragraph explanation of the type of worshipping community he or she is addressing (this information can be included in the video or uploaded as a Word Doc or PDF along with the video in the assignment portal). Even though this is an oral assignment, the student should note sources cited and bring in quotes from primary sources connected to the person/event he or she chose.

**WORTH: 25%**

**Due: June 15 by midnight (the final week of class). Dr. Robertson has ways for students who choose the sermon option to submit their assignment.**

#### **4. 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: 25%**

**DUE: June 29 by midnight (2 weeks after class is done)**

## 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:

Community Discussions and Reading Journal	30 %
Being Martin Luther	20 %
Primary Reading Research Paper OR Sermon	25 %
Alternative History Final Assignment	25 %
Total Grade	100 %

## G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (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 from the Chicago Manual of Style or reference the [tip sheet, “Citing Sources in Theology”](#).

### 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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

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**

### **Weeks 1 & 2: The Reformation Church**

#### Week 1 (May 6 – May 11):

Outrage & Obstinacy: Martin Luther, & Ulrich Zwingli

Readings- Gonzalez: 2,3 & 5.



Week 2 (May 13 – May 18):

Protestants Go International: John Calvin, The English Reformation, & Protestants & Catholics Fight...Again!

Readings- Gonzalez: 7 – 11, 16

**Weeks 3 & 4: The Modern Missionary Church**

Week 3 (May 20 – May 25):

The World is Flat: Ziegenbalg's India, Global Faith, & How Protestant Missions Changed the World

Readings- Gonzalez: 12-15, 33 - 34

Week 4 (May 27 – June 1):

Age of Empires and Unrest: The New World is Found/Born

Readings - Gonzalez: 25 - 27

**Weeks 5 & 6: The Long Twentieth Century**

Week 5 (June 3 – June 8):

The Long Twentieth Century Part I: The Bible, Bonhoeffer, & Marketing the Modern Age

Readings- Gonzalez: 35-38

Week 6 (June 10 – June 15):

The Long Twentieth Century Part II: Televangelism, Social Upheavals, & Canadian Christianity

Readings- Primary Readings available on course page

***Research Paper OR Historical Sermon Due***

**V. SELECTED BIBLIOGRAPHY**

To be posted on the course page and discussed throughout the semester. This will largely include a collection of articles and videos that are connected to the topics discussed for students' further review.

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