



# TYNDALE

• SEMINARY •

## Course Syllabus

**SPRING SUMMER 2019  
HISTORY OF CHRISTIANITY I  
HIST 0561 W**

**MAY 6 – JULY 26  
ONLINE**

**INSTRUCTOR: REV. DR. JAMES TYLER ROBERTSON**

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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

Long before the year 1500, global Christianity stretched from Iceland and Ireland to Mongolia and south to Ethiopia. Across this vast area, people of faith confronted dramatically differing and constantly changing circumstances. They made decisions about culture, political power, the spiritual life, the canon of Scripture, and doctrine, decisions that shaped the flow of human history, and they experienced both success and loss on the grand scale. The narrative of the course and the reading from materials they wrote carries students into the dynamism of early Christian life.

## II. LEARNING OUTCOMES

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

- Explain the overarching chronology of the development of Christian thought from the time of Jesus up to the early days of the Protestant Reformation
- Name some of the more prominent men and women in Christian history as well as explain why such people are prominent
- Recognize the relevance of historical research and apply it to contemporary issues.
- The student should be able to access the wisdom from the ages in order to help him/her in his/her own life.
- Explain the cultural and political settings of some of the major developments in Christian theology
- Access resources, utilize primary and secondary source documents, write an historical research paper critically based on research and analyze and interpret data in meaningful and relevant ways.
- Analyze and appraise better his/her own traditions and beliefs (both corporately and as an individual) and work through some of the elements of belief on a personal level based on his/her increased understanding of the history of such beliefs
- Interact with members of other faith communities in order to observe and comment from an educated and gracious perspective

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING:

- Gonzalez, Justo L. *The Story of Christianity, Vol. I The Early Church to the Reformation*. San Francisco: Harper Collins, 2010. (ISBN 978-0-06-185588-7)  
**(Appears as G in course syllabus).**
- Primary Source Readings Available Online Weekly

#### B. RECOMMENDED READING AND TOOLS

Tyndale recommends [www.stepbible.com](http://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

##### **Assignment #1: Weekly Online Interaction**

Attendance in this course is demonstrated by regular log-ins and up-to-date participation in forums.

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 powerpoints, notes, videos, texts, 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 insure that each student is grasping

concepts, integrating ideas, and able to converse 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 even though there is a certain amount of freedom as to when such interactions take place. Eight of the 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

**WORTH: 40%**

***DUE: Each week.***

### **Assignment #2: Timeline**

The student will pick a fifty to hundred year time period and construct a chronological timeline of the important events, people, and decisions that came about during that period as determined by the student. The period in time selected **MUST** be located between 50 A.D.-1500 A.D.; nothing earlier or later will be accepted. Each point should include a brief (no more than one to two paragraphs) description of the point as well as any pictures, internet links, or materials that would aid in further explaining the significance of the point. The goal of this assignment is to allow the student an opportunity to show how he/she understands the development of time and how various significant events and people were influenced by preceding events as well as how they influenced events that followed. In so doing, the student will demonstrate that neither people nor ideas are created in a vacuum and that there are influences and events that need to be considered.

**WORTH: 20%**

***Due: June 8 by Midnight (The Saturday of Week Five)***

### **Assignment #3: Church Visit**

If the student is a Protestant he or she is asked to attend the worship service of either a Roman Catholic or Orthodox Church. The student will then write a 3-page reflection on the experience. The reflection will be graded on the level of observation, challenges, and critiques as well as aspects of the worship the student appreciated. Please try to include images of the church bulletin or literature (including website if available) as appendices of the paper.

**NOTE: Please be respectful of the church you choose to attend and dress and act accordingly. You are there to observe and participate (as much as you feel comfortable) in another version of Christian worship. You are not there to evangelize people to your church.**

**WORTH: 15%**

***Due Date: July 13 by Midnight (The Saturday of Week 10)***

#### **Assignment #4: Teaching Your Own Class**

The student is invited to choose either one of the Primary Source readings or an element from the texts that was not touched upon in this class and teach a class on that person/event. Creativity is encouraged as the student must accomplish the following: set any primary readings in their proper historical context, display knowledge of the chronology, explain and defend the events the student believes are essential and interpret the event/person in order to show the relevance of the chosen topic. While PowerPoints and video links are encouraged, the student must submit a research paper with notes and a bibliography in order to demonstrate the level of his/her research. These papers should be 10 pages, double-spaced with 12 point font. As already stated, if the student desires to complete the assignments in a more creative fashion, make sure to get permission from the instructor to insure that adequate criteria are established.

**WORTH: 25%**

***Due: August 3 by Midnight (that is one week following the end of class)***

**LATE SUBMISSIONS WILL BE PENALIZED AT 5% PER DAY  
LATE ASSIGNMENTS, EVEN ONES THAT WERE GRANTED AN EXTENSION, WILL NOT  
CONTAIN COMMENTS FROM THE PROFESSOR**

#### **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:

Weekly Online Interaction	40 %
Timeline	20 %
Church Visit	15%
“Teach Your Own Class” Paper	25 %
TOTAL GRADE	100 %

#### **F. 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 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](mailto: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**

Week 1 (May 6-11): Course Introduction: What Is Church History? Why do it?  
Readings: Text: G 1 Primary: none

### **I. The Early Church**

Week 2 (May 13- 18): The Council of Jerusalem: The Church Moves Out.  
(c. 49 -150 A.D)

Readings: Text: G 3-6 & 11 Primary: The Didache OR Ignatius

Week 3 (May 20 - 25): The Empire (200-350 A.D.)

- Readings: Texts: G 13-14, 17-19  
 Primary: Perpetua & Felicitas OR Clement
- Week 4 (May 27- June 1): The Monks (300-450 A.D.)  
 Readings: Text: G 15-16, 20-24  
 Primary: Athanasius OR St. Patrick
- Week 5 (June 3 – 8): Islam & The East (600-800 A.D.)  
 Readings: Texts: G 25 & 28 Primary: Timothy I & Caliph Madhi

***Timeline Assignment Due by Saturday, June 8***

- Week 6 (June 10- 15): The Collapse (450-600 A.D.)  
 Readings: Text: G 29 Primary: Augustine

**II. The Medieval Church**

- Week 7 (June 17- 22): The Missionaries & The East (600-1000A.D.)  
 Readings: Text: G 30 Primary: Jesus Sutras
- Week 8 (June 24- 29): Investiture (800-1090 A.D.)  
 Readings: Text: G 27 Primary: St. Benedict
- Week 9 (July 2- 6): The Crusades (1095-1400 A.D.)  
 Readings: Text: G 31 Primary: The First Crusade
- Week 10 (July 8- 13): Captivity (1200-1300 A.D.)  
 Readings: Text: G 32-33 Primary: Francis of Assisi

***Church Visit Assignment Due by Saturday, July 13***

- Week 11 (July 15- 20): Christendom (1400-1500 A.D.)  
 Readings: Text: G 36-37

**III. Proto-Reformation Church**

- Week 12 (July 22- 27): A Hammer on the Door: Luther and Reform. (1400-1520 A.D.)  
 Readings: Text: G 34-35 Primary: Luther

***Integrative Paper Assignment Due in One Week***

**V. SELECTED BIBLIOGRAPHY**

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

*Many of the primary readings the class will be examining are available for free online. What follows are a collection of some of the better sites:*

Early Christian Writings:

<http://www.earlychristianwritings.com/>

<http://www.christian-history.org/early-christian-writings.html>

List of early Christian writers (Wikipedia): <http://www.christian-history.org/early-christian-writings.html>

RELEVANT article on four important early Christian writers: <http://archives.relevantmagazine.com/god/church/4-early-church-writings-every-christian-should-read>

Guide to early documents: <http://www.iclnet.org/pub/resources/christian-history.html>

Ten books not in the New Testament: <http://listverse.com/2012/07/06/10-books-not-included-in-the-new-testament/>

#### Medieval Christian Writings

<http://medievalwriting.50megs.com/links/religitlinks.htm>

Medieval sourcebook: <http://sourcebooks.fordham.edu/sbook2.asp>

Christianity in the Middle Ages (article): <http://www.thefinertimes.com/Middle-Ages/christianity-in-the-middle-ages.html>

Middle Ages Religion (sources): <http://www.lordsandladies.org/middle-ages-religion.htm>

**All of the people we will be examining in this course have their published works available to be downloaded for free. Here are six examples:**

Origen: <http://www.earlychristianwritings.com/origen.html>

Athanasius: <http://mb-soft.com/believe/txuc/athana20.htm>

Augustine: <https://www.ccel.org/ccel/augustine>

Bernard of Clairvaux: [http://www.documentacatholicaomnia.eu/03d/1090-1153,\\_Bernardus\\_Claraevallensis\\_Abbas,\\_Some\\_Letters,\\_EN.pdf](http://www.documentacatholicaomnia.eu/03d/1090-1153,_Bernardus_Claraevallensis_Abbas,_Some_Letters,_EN.pdf)

Hildegard: <https://archive.org/details/SelectedWritingsHildegardOfBingenMarkAtherton>

Catherine of Sienna: <http://www.drawnbylove.com/>

Innocent III: <http://sourcebooks.fordham.edu/source/innIII-policies.asp>