



# TYNDALE

• SEMINARY •

## Course Syllabus

**SPRING SUMMER 2019  
HISTORY OF CHRISTIANITY II  
HIST 0562**

**MAY 6 – JULY 26  
ONLINE**

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Access course material at <http://classes.tyndale.ca/>

Course-related emails ONLY will be sent to your @MyTyndale.ca e-mail account.

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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 twentieth century, the center of Christian life was shifting from the northern hemisphere to the south. This course tracks with these developments and the thought underlying them. Writings from the participants lead students into the fervour of the times.

This class ends with an examination of the present religious culture around the world as it pertains to Christianity.

## II. LEARNING OUTCOMES

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

1. Examine the 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. Inspect the developments that have shaped Protestantism specifically, and employ these ideas to the larger global context, including Roman Catholicism and the various Orthodox Churches.
4. Apply 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. Discuss the theological developments that are unique to the modern age of Christianity.
6. Offer reflections, insights, and critiques regarding some of the more prevalent theological trends in present-day North America.

## III. COURSE REQUIREMENTS

### A. REQUIRED TEXTS

Justo L. Gonzalez. *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 Weekly**)

The **Primary Source Readings** will be located on the course site (<http://classes.tyndale.ca>) under the weekly headings so that you know which readings are required for each week.

### 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

#### 1. Weekly Discussions and Interactions

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***

## **2. Being Martin Luther: Construct 10 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 ten 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 ten 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 ten 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.

Ten such theses of that length and with that formula would 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: 20%**

***DUE: June 8 by midnight (Saturday of Week 5)***

### **3. Research Paper**

The student will compose a 1500-word research paper on a person, event, or idea of particular interest to the student. 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/Tarabian 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: July 6 by midnight (Saturday of Week 9)***

### **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:

- "What would Chinese Missions look like if Hudson Taylor had not been born?"
- "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: August 3 by midnight (Saturday 1 week after end of class)***

#### **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 Discussions	40 %
Being Martin Luther	20 %
Research Paper	20 %
Alternative History Final Paper	20 %
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**

**(NOTE:** All students are expected to download outlines for each lecture. They are found on the *course web page* at <http://classes.tyndale.ca>.

### **Reformation Church**

Week 1 (May 6 – 11): An Obstinate Monk

Gonzalez: 1,2 and 4.

Primary: King Afonso. Afonso, King of Kongo. "Select Letters."

Week 2 (May 13 – 18): Calvin, Zwingli & A Culture of Change

Gonzalez: 5 and 7

Primary: St. Ignatius. *The Spiritual Exercises of St. Ignatius*.

Week 3: (May 20 – 25): Protestant Politics

Gonzalez: 3, 9 and 12

Primary: Bartolome de Las Casas. *Tears of the Indies*. Trans. John Phillips.

Week 4 (May 27 – June 1): The English “Reformation”

Gonzalez: 6 and 8

Primary: John Knox. *John Knox’s History of the Reformation in Scotland*.

### **Modern Church**

Week 5 (June 3 – 8): 1618-War!

Gonzalez: 15-16

Primary: Jesuit Relations. *The Jesuit Relations and Allied Documents*.

**Assignment: Being Martin Luther Due**

Week 6 (June 10 – 15): Evangelicalism

Gonzalez: 22-24

Primary: John and Charles Wesley. *Selected Prayers, Hymns*. Ed. Frank Whaling.

OR

John Bunyan. *The Pilgrim’s Progress*. Ed. Robert Sharrock. (excerpt)

Week 7 (June 17 – 22): Protestant Missions

Gonzalez: 31 and 33

Primary: Bartholomew Ziegenbalg. *Thirty-Four Conferences*. Trans. Mr. Philipps.

Week 8 (June 24 – 29): Age of Empires and Unrest

Gonzalez: 22, 25 and 27

Primary: Jonathan Edwards. *Religious Affections*. Ed. John E. Smith.

OR

Henry Alline. *The Life and Journal of The Rev. Mr. Henry Alline*.

Week 9 (July 2 – 6): Global Christianity

Gonzalez: 29-30

Primary: Angelina and Sarah Grimke. *Selected Writings*.

**Assignment: Research Paper Due**

Week 10 (July 8 – 13): The Long Twentieth Century: Part I

Gonzalez: 35-36

Primary: Phoebe Palmer. *Selected Writings*. Ed. Thomas C. Oden.

Week 11 (July 15 – 20): The Long Twentieth Century: Part II

Gonzalez: 32 and 34

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

### **The Post-Modern Church**

Week 12 (July 22 – 27): The Twenty-First Century: The Age of Skeptical Mysticism

Gonzalez: 37-38  
***Assignment Due: Alternative History***  
***Due by Midnight on Saturday, August 3 (1 week after close of class)***

## **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](#).)

To be posted on the course page.