

“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.”

Course	HISTORY OF CHRISTIANITY II HIST 0562 S1
Date and Time	JANUARY 11 – APRIL 12, 2021 ONLINE: TUESDAYS, 6:45 – 9:35 PM
Instructor	DR. ASHOOR YOUSIF, PhD Telephone/voice mail: (416) 226-6620 Ext. 2228 Email: ayousif@tyndale.ca
Class Information	Web-based synchronous (hybrid) online course. The course will be delivered as a shorter lecture (1.5 hours) in addition to online forums and materials. Office Hours: TUESDAYS 6:30 – 6:45 PM or by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

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. **(Reading G)**

Jenkins, Philip. [*The Next Christendom, the Coming of Global Christianity*](#). Oxford University Press: 2011. **(Reading J)**

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

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends 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. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. ASSIGNMENTS AND GRADING

1. **Group Discussions and Written Responses:** 500 Words each (Total 35%). **Late responses are not accepted.** Each week's initial response is due on Friday (11:59pm) and interactions with other responses are due on Sunday (11:59pm).

You will write a number of weekly critical responses to set of questions based on the weekly lectures' themes. The questions will be posted on Tuesdays.

Aim for responses that display a thorough understanding of the textbook, primary sources, and lectures relevant to each question, especially identifying areas of your understanding of each week's themes that have challenged, changed, and/or enriched you. This is not a summary of the readings and the lectures, but a response to particular themes/arguments. Be specific and brief, but not superficial.

The initial response should be 400-500 words but there is no set limit on words for the subsequent interactions between students. In order to maximize the benefit of this element of the course, the student should post his/her initial response by 11:59 pm on Friday of the week and then spend the remainder of that week interacting with their colleagues in the class until Sunday at 11:59pm.

FORUM DISCUSSION GRADING RUBRIC

	A	B	C	D
Completeness of post	Addresses all parts of question; meets and did not exceed word limit; comprehensive response	Addresses all parts of question; respectable length & did not exceed limit; somewhat comprehensive	Addresses some parts of question; shorter length; incomplete post	Rarely addresses question; far too short or far too long; incomplete post
Clarity of post	Clear and concise posts; grammatically correct with rare misspellings	Clear, but can be more concise; a few grammatical or spelling errors	Somewhat clear, but with significant number of errors in spelling and grammar	Unclear, poor spelling and grammar in most posts
Critical engagement with class material (lectures, readings)	Thoughtful; opinions and ideas are substantiated with class material and additional resources (quotations and/or references); active	Thoughtful; opinions and ideas are occasionally substantiated with class material; some	Less thoughtful; opinions and ideas are sometimes substantiated with class material;	Opinions and ideas are not substantiated with class material; no reflection & questioning; no integration

	reflection & questioning; obvious integration with one's context	reflection & questioning; some integration with one's context	insufficient reflection & questioning; less integration with one's context	with one's context
Promptness & quality of responses	Posting on time; responds to all group members' comments on your post, interacting with other students' postings in timely manner; thoughtful responses	Posting on time; responds to some of group members' comments on your post, limited interaction with other students' postings in timely manner; somewhat thoughtful responses	Posting mostly on time; interaction with only 1-2 students' postings; less thoughtful responses	Late posting; rarely responds to group members' comments on your post and/or students' postings; responses not thoughtful

2. Critical Analysis Paper (Primary Source): 750 Words, 15%. Late papers are not accepted. Due on Sunday (11:59pm) BEFORE the particular week on which the reading is assigned.

Write only ONE exegetical (i.e. a critical analysis) paper with an argument (a thesis) and a reflective conclusion on ONE of the primary sources. This assignment is designed to give you direct exposure to key texts from the historical context (place and time) we are investigating in this course. No additional/external research is required beyond the primary source itself.

In the paper, (1) provide a brief summary of the source's content in the introduction paragraph, (2) an analysis of its objective in the body of the paper, (3) and a reaction to its message in the conclusion paragraph. It will involve a "close reading" of the text. First, look for the author's main ideas. Then, look for any clues/information 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 will provide an argument (a thesis) which will be a summary of the paper's argument. 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 (Secondary Source): 750 Words, 15%. Due on Sunday February 21 @ 11:59pm.

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.

4. Research Paper: 2500 Words, 35%. Due on Sunday April 11 @ 11:59pm.

Write a research paper that directly engages with one of the issues, themes, events, or people encountered in the course using secondary sources. In other words, research is required for this paper. The paper must be transparent, meaning that you will clearly state what your primary and secondary 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.

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 and Responses	35 %
Critical Analysis Paper	15 %
Critical Book Review	15 %
Research Paper	35 %
Total Grade	100 %

G. 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:

- Weekly Responses and Primary Source Analysis Paper will NOT be accepted as late.
- All other late assignments will be penalized 1% (1 point) per day.

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](#).

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 (aaau@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

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
Jan. 12	How Did We Get Here?	G 1
Jan. 19	Protestant Reformation I	G 2-7 S1
Jan. 26	Protestant Reformation II	G 8-11, 13-14, 17-18, 20-21 S 2
Feb. 2	Catholic Reformation	G 12, 15-16, 19 S 3
Feb. 9	Modernity and Religion	G 22-24 S 8, 10
Feb. 16	<i>Reading Days: No classes</i>	

Feb. 23	Catholic Globalization	G 36-38 (V. 1) S 5, 6
Mar. 2	North American Christianity	G 25-27 S 11, 12
Mar. 9	Global Christianity	G 29-30, 37 S 4, 7
Mar. 16	Protestant Globalization	G 33 S 9
Mar. 23	Modern Christianity	G 28, 31-32 S 13, 14
Mar. 30	Contemporary Christianity	G 34-36
Apr. 6	Next Christianity	G 38 J

V. ONLINE PRIMARY SOURCE READINGS

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

Reading S1: Martin Luther. "Martin Luther's Treatise on Christian Liberty." *Martin Luther: Selections From His Writings*. Edited by John Dillenberger.

Reading S2: John Knox. *John Knox's History of the Reformation in Scotland*. Edited by W. C. Dickinson.

Reading S3: St. Ignatius. *The Spiritual Exercises of St. Ignatius*. Translated by Anthony Mottola.

Reading S4: King Afonso. Afonso, King of Kongo. "Selected Letters."

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

Reading S6: Jesuit Relations. *The Jesuit Relations and Allied Documents*. Selected and Edited by

Reuben Gold Thwaites.

Reading S7: Sermon on Saint Thomas. *Sermon on Saint Thomas, The Beloved Apostle: A Syriac Catholic Panegyric from Seventeenth Century Malabar.* Edited and Translated by Radu Mustata.

Reading S8: John Bunyan. John Bunyan. *The Pilgrim's Progress.* Edited by Robert Sharrock.

Reading S9: Ziegenbalg. Bartholomew Ziegenbalg. *Thirty-Four Conferences.* Translated by Mr. Philipps.

Reading S10: John and Charles Wesley. John and Charles Wesley. *Selected Prayers, Hymns, . . .* Edited by Frank Whaling.

Reading S11: Jonathan Edwards: Jonathan Edwards. *Religious Affections.* Edited by John E. Smith.

Reading S12: Henry Alline: *The Life and Journal of The Rev. Mr. Henry Alline.* Edited by James Beverley and Barry Moody.

Reading S13: Phoebe Palmer. Phoebe Palmer. *Selected Writings.* Edited by Thomas C. Oden.

Reading S14: Charles C. Finney. Charles C. Finney. *Reflections on Revival.* Compiled by Donald W. Dayton.

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