

“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 1P
Date, Time, and Delivery Format	JANUARY 11 – APRIL 5, 2023 WEDNESDAYS: 2:15 – 5:05 PM IN-PERSON ONLY
Instructor	DR. ASHOOR YOUSIF, PhD Telephone/voice mail: (416) 226-6620 Ext. 2228 Email: ayousif@tyndale.ca
Class Information	The course will be in-person on Wednesdays (2:15 - 5:05 PM). Office Hours: In-person on Wednesdays (1:00 – 2:00 PM) or at a separate time 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.

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

Protestant Reformation to the present era.

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*. Revised and Updated. 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. 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.

D. ASSIGNMENTS AND GRADING

1. **Weekly Discussions and Written Responses:** 500 Words each (Total 30%). Initial posts are due on Wednesday (11:59pm) and responses are possible until Sunday (11:59pm). Late participations are not accepted.

Every week a set of discussion questions will be posted on the class page on classes.tyndale.ca to be addressed by the students via the online discussion forums after their in-class discussions. Students will be divided into groups. Every group will write ONE initial post, answering the posted questions by Wednesday (11:59). Then, all students are encouraged to participate in open discussion online for further learning.

In these discussions, aim for posts and responses that display a thorough understanding of the textbooks and primary sources relevant to each question and a clear engagement with the class lectures and discussions, 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 thoughtful analysis, reflection, and response to particular themes and/or arguments. Be specific and brief, but not superficial.

2. **Critical Analysis Paper (Primary Source):** 750 Words, 15%. Due on Tuesday (11:59pm) BEFORE the particular week on which the reading is assigned (See table for individual due dates). Late papers are not accepted.

Write only ONE critical analysis paper with a historical argument (a thesis) and a reflective conclusion on ONE of the primary sources (Select only ONE of S1 to S6). 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 and permitted beyond the primary source itself.

In the paper, provide a brief summary of the source's content in the introduction paragraph and highlight your thesis statement. Then, the body of the paper should support your thesis statement. It should offer an analysis of the source's possible historical objectives and insights in the body of the paper. Finally, share your reaction to and/or reflection on its message in the conclusion paragraph.

This assignment involves a "close reading" of the text as a historian. Look for the author's main ideas and themes, which should offer clues and information regarding his/her world (e.g. his/her theological, spiritual, and/or ecclesiastical realities). All this information should shape your analysis and reaction and will provide the foundation for an argument (a thesis) on the source context. Importantly, show how your argument is drawn from the primary source you read by carefully documenting it (i.e. citation).

Reading	Assignment Due Date
S1	January 17
S2	January 24
S3	January 31

S4 or S5 or S6	February 7
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3. **Critical Book Review (Secondary Source):** 750 Words, 15%. Due on Tuesday, March 14th (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. Importantly, support your review by carefully documenting it (i.e. citation). No additional/external research is required and permitted beyond the book itself.

4. **Research Paper:** 3000 Words, 40%. Due on Tuesday, April 4th (11:59pm).

Write an argumentative research paper with a thesis that directly engages with one of the issues, themes, events, or people encountered in the course using primary and/or secondary sources from the period under study. The paper must demonstrate thoughtful engagement with the theme via research and engagement of external sources. 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 (i.e. their information, insights, and/or arguments) into "data" for your argument/thesis.

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 (i.e. citation).

Turnitin Text-Matching Software

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software

for the assignments that are submitted through your course resource page at classes.tyndale.ca. When you submit your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

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	30 %
Critical Analysis Paper	15 %
Critical Book Review	15 %
Research Paper	40 %
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 [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, “How to Cite 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. 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) 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. 11	How Did We Get Here?	G 1
Jan. 18	Protestant Reformation I	G 2-7 S1
Jan. 25	Protestant Reformation II	G 8-11, 13-14, 17, 20-21 S 2
Feb. 1	Catholic Reformation	G 12 S 3
Feb. 8	Catholic Globalization	G 36-38 (V. 1) ¹ S 4, 5, 6
Feb. 15	Modernity and Religion	G 15-16, 18- 19, 22-24 S 8, 10
Feb. 22	<i>Reading Days: No Class</i>	
Mar. 1	Global Christianity	G 29-30, 37 S 7
Mar. 8	North American Christianity	G 25-27 S 11, 12
Mar. 15	Protestant Globalization	G 33 S 9
Mar. 22	Modern Christianity	G 28, 31-32 S 13, 14

¹ Gonzalez, Justo L. *The Story of Christianity, Volume One: The Early Church to the Reformation*. Revised and Updated. HarperCollins: New York, 2010.

Mar. 29	Contemporary Christianity	G 34-36
Apr. 5	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](#).)