

“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 1A
Date, Time, and Delivery Format	SEPTEMBER 9 – DECEMBER 6, 2024 ASYNCHRONOUS ONLINE
Instructor	Rev. Dr. JAMES TYLER ROBERTSON, PhD Telephone/voice mail: (416) 226-6620 Ext. 2274 Email: jtrobertson@tyndale.ca
Class Information	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.
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. Recognize 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. Examine 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)

Heath, Gordon L. *Doing Church History: A User-Friendly Introduction to Researching the History of Christianity*. Toronto: Clements, 2008. (ISBN-10: 1894667905)

Primary Source Readings (**Available at the Top of the 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 – 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.

D. ASSIGNMENTS AND GRADING

1. Community **Discussions** Forums

Students will be divided into groups of 8-10 fellow classmates at the beginning of the semester. For three weeks, each group will complete a task designed to increase cooperation and create a learning community.

After the three weeks, the group will submit their project on the course page and each participant will be awarded a grade out of a possible 10 marks. Then students will be put into new groups for another three weeks to complete another project. The projects are designed to be creative, fun, help students engage with the class material, and—most importantly—help everyone get to know each other better to create online learning communities. The four projects are as follows:

Weeks 1-3: *Getting to know you.* Each student will take a turn (the group can organize who goes when) uploading a picture, song, or item from his/her house and then offer a one-paragraph explanation what the item means to them, or how it applies to his/her personality. Each group member responds in two or three sentences affirming their classmate and offering positive feedback. Each student must submit a “personality item” during the three weeks.

Weeks 4-6: *Create a Mission Society.* During this point of the semester, each student will have learned about the Reformation and the subsequent creation of Protestant mission societies. The group will use what they have learned to create their own mission society. These societies can either be about overseas missions (like the Lammermuir Party) or home missions (like the Salvation Army); the society can be theologically motivated (like the Jesuits) or focused more on social actions (like the YMCA or YWCA).

Each group must present a document at the end of the three weeks that explains the following:

- The society's name
- Explain who they want to serve and how
- Explain what societal need their group seeks to address
- When their society was formed (is the fictional society addressing an issue from the past or the present day?).
- The Society needs to explain their history/origins story
- What an annual budget for such a society could look like
- What are the hopes/goals of this society as well as potential concerns
- Who can join this society.

The more creative and clear you are about this, the better you will do.

Weeks 7-9: 8-10 Angry People. Using Gordon Heath's *Doing Church History* book as a guide, the group is going to act as a jury and render a verdict in a historical "trial". The details of the trial will be revealed at the beginning of the three weeks and the group will have conversations, explore possible options, and follow the examples given in Dr. Heath's book to arrive at a conclusion. They will then provide their beliefs about the "case" and, in 300 words, explain the reasons behind the answer.

Weeks 10-12: The Amazing Race. The final project will involve the group exploring the internet to find clues and solve a historical riddle. Websites—and even a couple of museums—will be consulted for the group to discover a hidden artifact, located somewhere in the vast digital world. The group will submit their answer when they believe they have it and—here's the fun part—the first group done gets a bonus prize! However, if the group gets the wrong answer, they start all over again.

Finally, because group work can be frustrating if certain members do not contribute, the grades for each person will be decided by the other members of the group. An anonymous portal will be available for group members to assign a number out of 10 for their fellow classmates. The final grade awarded will be the median number generated by the other members. So...stay involved as much as possible!

WORTH: 40%

DUE: Every three weeks over the course of the semester.

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 permissible, but not required, as the point of the assignment is to briefly offer challenges without full defense of 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: 15%

DUE: October 12 by midnight (Saturday of Week 5)

3. Primary Reading Research Paper

The student will pick any of the Primary Readings located at the top of the Moodle Course page. Using that document, the student will compose a 1500-word research paper on a person, event, or idea contained within that primary reading. 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. Ask yourself what is the historical context of this document? How does that inform the content of the reading? Who is writing this and why? Is there a specific incident the reading is discussing? If so, what is it? Finally, does this document inform any of the perceived issues being faced in the present age?

The paper MUST include secondary research to support the student's thesis. Other primary sources from the person or time period being explored should also be contained within the paper. As it pertains to amount of sources, a good general rule is two sources per page (this does not mean that you have two quotes/ page but that if you are writing a 10 page paper, your research should include approximately 20 primary and secondary sources). A bibliography is to be included at the end. This assignment is designed to give you experience interacting with historical documents and hearing historical voices with attention paid to the research element that is normally involved in such a task.

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.

WORTH: 25%

Due: November 16 by midnight (the Saturday of Week 10)

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. Creativity is encouraged in this assignment. If the student has a creative idea that he/she is unsure about, please reach out to the professor via email or weekly office hours to present the idea.

WORTH: 20%

DUE: Wednesday, December 18 by midnight (the last day for exam/papers so no extensions granted)

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	40 %
Being Martin Luther	15 %
Primary Reading Research Paper	25 %
Alternative History Final Assignment	20 %
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) 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

Reformation Church

Week 1 (September 9 -14):

An Obstinate Monk: Luther, Afonso, & Changing the West
Gonzalez: 1, 2, and 4.

Week 2 (September 16-21):

Calvin, Zwingli & Politics: The Reformation Goes International

Gonzalez: 3, 5, 7, and 12

Week 3: (September 23-28):

The English “Reformation”: Are they Protestants?

Gonzalez: 6, 8-10

Missional Church

Week 4 (September 30-October 5):

1618-War!: Protestants & Catholics Fight...Again

Gonzalez: 13, 15-16

Week 5 (October 7-12):

Personal Jesus: The Birth & Development of Evangelicalism

Gonzalez: 18, 21-24

Being Martin Luther Assignment Due Midnight on Saturday, October 12

Week 6 (October 14-19):

Ziegenbalg’s India: Protestant Missions Change the World

Gonzalez: 30 and 33

Week 7 (Oct 21-26)

READING BREAK...No Classes

Modern Church

Week 8 (October 28-November 2):

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

Gonzalez: 22, 25 and 27

Week 9 (November 4-9):

Global Christianity: Non-Western Expressions of Jesus

Gonzalez: 29-30

Week 10 (November 11-16):

The Long Twentieth Century Part I: The Bible, Creation, & Fundamentalism

Gonzalez: 32 & 35

Primary Source Research Paper Due by Midnight on Saturday, November 16

Week 11 (November 18-23):

The Long Twentieth Century Part II: World Wars, Bonhoeffer & Marketing the Modern Age

Gonzalez: 36-38

Post-Modern Church

Week 12 (November 25-30):

The Long Twentieth Century Part III: Televangelism, Psychology, & Social Upheavals

The Canadian Church

Week 13 (December 2-7):

“Eh” & “Meh”: The Religious Landscape of Canada

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

Alternative History Assignment Due by Midnight on Friday, December 18

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](#).)