

“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.”

Semester, Year	FALL, 2025
Course Title	HISTORY OF CHRISTIANITY II
Course Code	HIST 0562 1A
Date	From September 8, 2025 to December 7, 2025
Delivery Format	ASYNCHRONOUS ONLINE
Class information	The course is web-based asynchronous with no fixed class time.
Instructor	TAYLOR MURRAY, PhD
Contact Information	Email: tmurray@tyndale.ca
Office Hours	By appointment only.
Course Materials	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, and link these ideas to the larger global context, including Roman Catholicism and the various Orthodox Churches.
4. Bring 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. Articulate 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 READING

Gonzalez, Justo L. [*The Story of Christianity: Vol. 2: The Reformation to the Present Day*](#). San Francisco: Harper Collins, 2010.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Primary Source Readings: The Primary Source Readings will be located on the course site (<http://classes.tyndale.ca>).

Tyndale recommends [STEPBible](#) – 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. ASSIGNMENTS AND GRADING

1. Discussions and Interactions: Due every week; 30% of final grade.

On the weeks with discussion forums, beginning on Monday and concluding on Saturday, Dr. Murray will offer questions and themes for class discussion in an online forum. Each student is expected to interact with the ideas presented by the instructor and the other students in order to advance the discussion and synthesize the various ideas present in that week's lessons. There will be eight forums in total and the instructor will drop the student's two lowest grades. The student's initial post should be no more than 500 words. If there is "no post" after 11:59 pm on Saturday, the student will receive a "zero" for that forum. The goal of these online discussions is to assess each student's grasp of concepts, ability to integrate ideas, and comfort

with conversing 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.

2. “Being Martin Luther” Reflection Paper: Due on October 4 at 11:59pm; 20% of final grade.

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 Ninety-Five Theses, bring the existing point to the foreground and then provide an idea for a correction/solution.

Five (5) such theses would form the entirety of the assignment. Theses should be roughly the length of a paragraph (~200 words). 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.

3. Primary Reading Assignment: Due November 22 at 11:59pm; 15% of final grade

The student will pick any two (2) of the Primary Readings on the course page. For each reading, write 500–600 words (2 pages approximately) explaining the document and its significance. 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 you are facing in the present age? Due to the low word count, be brief in your answers. It is not necessary to engage other sources; but, if you do, make sure you correctly attribute (footnote) them. This assignment is designed to give you experience interacting with historical documents and hearing historical voices with less attention paid to the research element that is normally involved in such a task.

4. Research Paper OR Historical Sermon: Due December 13 at 11:59pm; 35% of final grade

Research Paper: The student will compose a 2000-word research paper on a person, event, or idea of particular interest to the student. The paper must be on a person or event from the time period covered in this class (from 1500 up to early 2000s). 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/footnotes will follow the Chicago/Turabian style. (If the student is interested in writing a brief history of his or her church, please contact Dr. Murray.)

OR

Historical Sermon: The student will pick one of the Primary Readings (cannot use one that was used for the analysis assignment) located at the top of the Course page. Using that document, the student will provide a recorded 20-minute sermon explaining the person, event, or idea contained within that primary reading to a contemporary audience. (NOTE: If the student wishes to focus on some other historical figure/event not contained in the posted primary sources, they may do so; however, please check with Dr. Murray to ensure it is suitable for the assignment.)

The sermon needs to include an explanation of the topic, evidence of research with both primary and secondary sources, and should summarize why this topic is important to the development of Christianity. The sermon needs to connect the person/event/idea chosen with a contemporary audience and explain how this person/event/idea displays an element of Christianity (for good or ill) that present-day Christians should know. The student must also submit a written document to the course page that includes the following: An introduction that explains the intended audience for this sermon and why the student believes this is an important sermon for this particular audience; an outline of the sermon; and an annotated bibliography of no less than 10 sources with a one to two sentence description of how each source informed the sermon.

Do not go over the 20-minute time limit. Remember: you must submit the video AND the written document noted above in order to receive full marks for this assignment.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Discussion Forums	Every Week	30 %
2. "Being Martin Luther" Reflection Paper	Oct 4	20 %
3. Primary Reading Assignment	Nov 22	15 %
4. Research Paper OR Historical Sermon	Dec 13	35 %
Total Grade		100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Class 1: September 8–14

Martin Luther and the German Reformation
González, chapters: 1, 2, 4

Class 2: September 15–21

Reformation in International Perspective
González, chapters: 3, 5, 7, 12

Class 3: September 22–28

Reformation in England and Scotland
González, chapters: 6, 8–10, 18

Class 4: September 29–October 5

Catholic Reform and the End of the Reformation Era
González, chapters: 13, 15–16, 21
Being Martin Luther Paper Due October 4

Class 5: October 6–12

The 'New' Worlds
González, chapters: 25

Class 6: October 13–19

Evangelicalism
González, chapters: 23

READING WEEK

Class 7: October 27–November 2

Enlightenment and Revolution
González, chapters: 22, 26–28

Class 8: November 3–9

Missions and Global Christianity
González, chapters: 24, 29–30

Class 9: November 10–16

An Age of Change and Unrest
González, chapters: 31–32

Class 10: November 17–23

Confronting Wars and Social Change

González, chapters: 35–36

Primary Reading Assignment Due November 22

Class 11: November 24–30

Evolving Forms of Christianity

González, chapters: 33–34

Class 12: December 1–7

Post-Christendom and the Church Today

González, chapters: 37–38

Research Paper/Historical Sermon Due December 13

V. SELECTED BIBLIOGRAPHY

Bainton, Roland. *Women and the Reformation in France and England*. Minneapolis: Fortress, 1973.

Bebbington, David W. *The Dominance of Evangelicalism: The Age of Spurgeon and Moody*. A History of Evangelicalism Series 3. Downers Grove: IVP Academic, 2005.

Estep, William. *The Anabaptist Story: An Introduction to Sixteenth-Century Anabaptism*. 3rd edition. Grand Rapids: Eerdmans, 1995.

George, Timothy. *Theology of the Reformers*. 2nd ed. Nashville: Broadman and Holman, 2013.

Grant, John Webster. *The Church in the Canadian Era*. 3rd ed. Vancouver: Regent College Publishing, 1998.

Greengrass, Mark. *Christendom Destroyed: Europe 1517–1648*. London: Penguin, 2015.

Hsia, R. Po-Chia, ed. *A Companion to the Reformation World*. Oxford: Wiley-Blackwell, 2006.

Hutchinson, Mark, and John Wolfe. *A Short History of Global Evangelicalism*. Cambridge: Cambridge University Press, 2012.

Jenkins, Philip. *The Next Christendom: The Rise of Global Christianity*. New York: Oxford University Press, 2002.

- Lindberg, Carter. *The European Reformations*. 2nd ed. Oxford: Wiley-Blackwell, 2009.
- MacCulloch, Diarmaid. *Reformation: Europe's House Divided, 1490–1700*. New York: Penguin, 2004.
- Marsden, George. *Fundamentalism and the American Culture*. New York: Oxford University Press, 1980.
- Marsden, George. *Understanding Fundamentalism and Evangelicalism*. Grand Rapids, MI: Eerdmans, 1991.
- Moir, John S. *The Church in the British Era: From the British Conquest to Confederation*. Toronto: McGraw-Hill Ryerson, 1972.
- Noll, Mark A. *The Rise of Evangelicalism: The Age of Edwards, Whitefield and the Wesleys*. A History of Evangelicalism Series 1. Downers Grove: IVP Academic, 2003.
- Oberman, Heiko A. *Luther: Man Between God and The Devil*. New York: Image Books, 1990.
- Rawlyk, George A., ed. *The Canadian Protestant Experience 1760–1990*. Montreal and Kingston: McGill-Queen's University Press, 1990.
- Stackhouse, John G., Jr. *Canadian Evangelicalism in the Twentieth Century: An Introduction to its Character*. Toronto: University of Toronto Press, 1998.
- Stanley, Brian. *The Global Diffusion of Evangelicalism: The Age of Graham and Stott*. A History of Evangelicalism Series 5. Downers Grove: IVP Academic, 2013.
- Treloar, Geoff. *The Disruption of Evangelicalism: The Age of Mott, Machen and McPherson*. A History of Evangelicalism Series 4. Downers Grove: IVP Academic, 2017.
- Walsh, H. H. *The Church in the French Era: From Colonization to the British Conquest*. Toronto: Ryerson, 1966.
- Wolffe, John R. *The Expansion of Evangelicalism: The Age of More, Wilberforce, Chalmers and Finney*. A History of Evangelicalism Series 2. Downers Grove: IVP Academic, 2007.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class 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
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

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. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

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.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

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

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 (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or

prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

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

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).