"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	SPRING/SUMMER, 2025
Course Title	**HISTORY OF CHRISTIANITY II**
Course Code	**HIST 0562 1A**
Date **Delivery Format**	From May 5, 2025 To June 16, 2025 ASYNCHRONOUS ONLINE
Class information	The course is web-based asynchronous with no fixed class time.
Instructor **Contact Information**	**Rev. Dr. JAMES TYLER ROBERTSON, PhD** Email: jtrobertson@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext.2274
Office Hours	Students may participate in live-streamed/in-person office hours as posted on the course page.
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. Describe major chronological events that have taken place in Christianity from A.D. 1500 up to the present day

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2. Identify some of the major people and ideas that have defined the last 500 years of Christian history.
3. Explain 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

González, Justo L. *The Story of Christianity. Volume 2, the Reformation to the Present Day*. 2nd ed. Revised and Updated. New York, NY: HarperOne/HarperCollins, 2010.. (ISBN-10: 0-06- 185589-8)

Primary Source Readings **(Available on Course Page)**
The **Primary Source Readings** will be located at <u>one place</u> 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 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.

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. ASSIGNMENTS AND GRADING

1. **Community Discussion Forums. 30% of final grade. DUE: Every other week over the course.**
Students will be divided into groups of 8-10 fellow classmates at the beginning of the semester. For two weeks, each group will complete a task designed to increase cooperation and create a learning community.

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After the two 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 two 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 three projects are as follows:

Weeks 1-2: ***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 two weeks.

Weeks 3-4: ***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 two 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 5-6: ***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 influenced by the other members of the group. An anonymous option

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!

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. 20% of final grade. DUE: May 24 by midnight (Saturday of Week 3)**

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.

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. Five (5) such theses of that length, with that formula, and the introduction and conclusion 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. If each point is a paragraph, the entirety of the assignment should be approximately 3.5-4 pages in length.

3. **Primary Reading Analysis. 15% of final grade. Due: June 7 by midnight (the Saturday of Week 5)**

This assignment is designed to help students explore a major part of historiography: document analysis. The student will choose three (3) of the Primary Readings near the top of the course page. The student will then present a 300 word analysis for **each of the readings**. The analyses will be brief but should include the student's understanding of who wrote this, the issue being addressed, the time period this writing belongs to, and any significance the student believes this document has for subsequent Christian development.

Each analysis is worth 5% of the final mark for the course.

NOTE: The readings chosen for this assignment and the reading chosen for the paper/sermon assignment <u>must</u> be different.

4. **Primary Reading Research Paper OR Historical Sermon. 35% of final grade. DUE: Saturday, June 18 by midnight (the last day for exam/papers so no extensions granted)**

The student will pick another of the Primary Readings (cannot use one that was used for the analysis assignment) located at the top of the Moodle Course page. Using that document, the student will compose a 2000-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.

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 Moodle Course page. Using that document, the student will provide a 20-minute sermon explaining the person, event, or idea contained within that primary reading to a contemporary audience. 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 sermon needs to be recorded in advance and submitted (the professor can assist with this) so the student must ensure that both video and audio are satisfactory and that he/she is capable of recording the sermon. Including visual aids (like PowerPoint slides) is encouraged but not required.

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 and make sure that you have technological understanding (or that you have access to someone who does) sufficient enough to record and upload the video for this option. 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:

Weekly Discussions	30 %
Being Martin Luther	20 %

Primary Reading Analysis (3)	15 %	
Historical Sermon or Research Paper	35 %	
Total Grade	**100 %**	

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Reformation Church
Week 1 (May 5 -10):
Protest: Luther, Calvin, Zwingli & Protestant Politics
Gonzalez: 1 – 5, 7, and 12

Week 2 (May 12 -17):
The English "Reformation": Tyndale, Henry VIII, Elizabeth I … Are they Protestants?
Gonzalez: Gonzalez: 6, 8-10
  Community Forum: "Getting to Know You" is Completed

International Church
Week 3: (May 19- May 24):
1618-War!: Protestants & Catholics Fight…Again
Gonzalez: 13, 15-16
        Being Martin Luther Assignment Due Midnight on Saturday, May 24th

Week 4 (May 26 – May 31):
 Ziegenbalg's India: Protestant Missions Change the World & Non-Western Expressions of Jesus
Gonzalez: 29, 30 and 33
  Community Forum: "Create A Missionary Society" is Completed

Modern Church
Week 5 (June 2 - 7):
Age of Empires and Unrest: The New World is Found/Born
Gonzalez: 22, 25 and 27
        Primary Reading Analysis Due by Midnight on Saturday, June 7th

Week 6 (June 9 -14):
The LONG Twentieth Century
Gonzalez: 32, 36-38
  Community Forum: "Scavenger Hunt" is Completed
        Research Paper or Historical Sermon Assignment Due by Midnight, June 18th

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V. SELECTED BIBLIOGRAPHY

To be posted on the course page and discussed throughout the semester. This will include a large collection of articles and videos that are connected to the topics discussed for students' further review.

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. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- 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 individual assignment.

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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 polices 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 (aau@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 this course 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.

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