

“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.”

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| Semester, Year | Fall, 2025 |
| Course Title | HISTORY OF CHRISTIANITY II |
| Course Code | HIST 0562 1S |
| Date | From September 10, 2025 To December 3, 2025 EVERY WEDNESDAY |
| Time | From 2:15 to 5:05 PM |
| Delivery Format | SYNCHRONOUS ONLINE |
| Class information | The course is LIVESTREAMED on Wednesdays from 2:15 to 5:05 PM. |
| Instructor | Dr. ASHOOR YOUSIF, PhD |
| Contact Information | Email: ayousif@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext.2228 |
| Office Hours | Office Hours: Wednesdays 1:00 – 2:00 PM (virtual) or at a separate time (virtual) 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. Acquire a 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 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: HarperCollins, 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 [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. **In-Class Discussions and Written Posts: 500 Words each (Total 25%). Posts are due on Thursday (11:59 pm). Late submissions are not accepted.**

A set of discussion questions will be posted on the class page on [classes.tyndale.ca](#). Students will be divided into groups in class to discuss and answer the questions. Then, every group will write ONE online post after the in-class discussions.

In these discussions, students should aim for posts that display a thorough understanding of the textbooks and primary sources relevant to each question, as well as a clear engagement with the class lectures and discussions. This engagement should include identifying areas of knowledge related to each week's themes that have challenged, changed, and/or enriched them. This is not a summary of the readings and/or the lectures, but a thoughtful analysis, reflection, and response to particular themes and/or arguments. In the posts, each group should also engage with the views of other groups if they were shared in the collective discussion in class. Be specific and brief in your post, but not superficial. Provide clear and proper citations (footnotes) and bibliography that use an academically acceptable documentation style for the content.

NOTE: In-class group discussions require virtual attendance in the class to be permitted to participate and receive credit. No later digital participation is acceptable without the instructor's permission.

2. Biographical Research and Primary Source Analysis Paper: 2000 Words, 30%. Due on Tuesday (11:59pm), BEFORE the particular week on which the reading is assigned (See table for individual due dates) or October 14 (11:59pm).

Each student will select a key Christian figure who wrote one of the primary sources (except S7) included in this class material to conduct historical research about that person. In the research, the student will focus on understanding (1) the history of the person, including his/her chronological, geographical, and cultural aspects; and (2) the characteristics of the person, including his/her key theological, intellectual, literary, and practical themes of life.

Then, the student will engage the related primary source associated with the person to analyze it critically from a historian's lens, grasping (1) the source's overall theme (topic), thesis (argument), and purpose (agenda), (2) its structure and sections, and (3) its place in its historical context.

The student will then write a paper that reflects their research and analysis, summarizing his/her biographical research findings in one section and source analysis in the second section. In the conclusion paragraph, the final section, the student may share (1) areas of learning and reaction (application) and (2) areas of impact and role (implication) from the life and writing of the figure.

NOTE: Paper should be submitted according to the deadline noted in the following schedule (**Late papers are not accepted**):

| Reading | Assignment Due Date |
|---------|---------------------|
| S1 | September 16 |

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|--------|--------------|
| S2 | September 23 |
| S3 | September 30 |
| S4-S6 | October 7 |
| S8-S14 | October 14 |

3. Critical Review Video and Paper: 10 Minutes, 15%. Due on November 4 (11:59 pm).

Create and record a critical review video about your local church (not the denomination). In the video, the student will focus on understanding and presenting (1) the origin/birth and history of the church, including its chronology, geographical context, and cultural aspects; (2) its characteristics, including key theological beliefs (e.g. denominational positions), liturgical distinctions, and practices; (3) its historical significance, including key contribution, impact, and legacy in the past; and (4) its contemporary value to today's World, People, Society (e.g. what will happen if it disappear).

Submit a written copy of the video's content, supporting your information and evidence with clear and proper citations (footnotes) and bibliography that use an academically acceptable documentation style.

4. Research Paper: 2000 Words, 30%. Due on December 2 (11:59 pm).

Write an argumentative historical research paper with a thesis that engages with one of the issues, themes, events, or people from the period under study (After 1500 AD until before 2000 AD). The paper needs to demonstrate familiarity with the specifics and details of the issues, themes, events, or people selected, beyond the knowledge acquired in the course, as well as it should demonstrate the student's ability to place their topic within the larger context of Christian history of the selected topic.

The paper should not simply report, summarize, or review historical materials, but demonstrate thoughtful historical analysis and reflection and embody an argument (thesis), which will be a summary of the paper's argument or opinion on the topic, stated clearly in the introduction. The introduction should introduce the topic, the thesis, and the outline of the paper (its main sections). The body of the paper, its largest section, should support the thesis by providing evidence, examples, and details that prove the thesis. Finally, in the conclusion, the paper should engage with the implications of the research's findings, either by noting how they help understand the historical context of the researched topic (the past) or speaking on the value of the findings on the contemporary reality of Christianity (e.g., lessons, applications, outcomes).

The paper must demonstrate thoughtful and deep engagement with the topic by engaging in academic research of the topic and incorporating primary and/or secondary external academic sources in the paper, besides the provided textbooks and reading materials in this course. The

paper must be transparent, reflecting the highest level of academic integrity, meaning that it will clearly and completely state what sources were consulted and used in writing the paper and how they were used and where (i.e., their information, insights, and/or arguments) in paper through clear and proper citations (footnotes) and bibliography that use an academically acceptable documentation style.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

| Assignment | Due Date | Value |
|---------------------------------|---------------------------------|-------|
| 1. In-Class Discussions & Posts | | 25% |
| 2. Biographical & Source Paper | Various or before October 14 | 30% |
| 3. Church Video & Paper | November 4 | 15% |
| 4. Research Paper | December 2 | 30% |
| Total Grade | | 100% |

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

| Date | Theme | Readings |
|---------|---------------------------|--|
| Sept 10 | How Did We Get Here? | G 1 |
| Sept 17 | Protestant Reformation I | G 2-7 S1 |
| Sept 24 | Protestant Reformation II | G 8-11, 13-14, 17, 20-21 S 2 |
| Oct 1 | Catholic Reformation | G 12 S 3 |
| Oct 8 | Catholic Globalization | G 36-38 (V. 1) ¹ S 4, 5, 6 |

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

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|--------------------|-------------------------------|----------------------------------|
| Oct 15 | Modernity and Religion | G 15-16, 18-19, 22-24 S 8, 10 |
| Oct 21 – 24 | Reading Days: NO CLASS | |
| Oct 29 | Global Christianity | G 29-30, 37 S 7 |
| Nov 5 | North American Christianity | G 25-27 S 11, 12 |
| Nov 12 | Protestant Globalization | G 33 S 9 |
| Nov 19 | Modern Christianity | G 28, 31-32 S 13, 14 |
| Nov 26 | Contemporary Christianity | G 34-36 |
| Dec 3 | Next Christianity | G 38 J |

V. SELECTED BIBLIOGRAPHY

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.

SELECTED BIBLIOGRAPHY

Chidestre, David. *Christianity: A Global History*. New York: HarperOne, 2000.

Dowley, Tim (ed.). *Introduction to the history of Christianity*. Minneapolis: Lion Publishing, 1990.

Gonzalez, Justo L. *The Story of Christianity, Volume Two: Reformation to the Present*. Revised and Updated. New York: HarperCollins, 2010.

Gonzalez, Ondina E. and Justo L. Gonzalez. *Christianity in Latin America: A history*. Revised and Updated. New York: HarperCollins, 2010.

Jenkins, Philip. *The Next Christendom, the Coming of Global Christianity*. Oxford: Oxford University Press, 2011.

- Isichei, Elizabeth. *A History of Christianity in Africa: From Antiquity to the Present*. Grand Rapids: Eerdmans, 1995.
- Irvin, Dale T. and Scott W. Sunquist. *History of the World Christian Movement. Volume II: Modern Christianity 1453-1800*. New York: Orbis Books, 2012.
- Kydd, Ronald A. N. *Finding Pieces of the Puzzle: A Fresh Look at the Christian Story*. Eugene: Wipf & Stock, 2011.
- Marty, Martin. *The Christian World: A Global History*. New York: Modern Library, 2009.
- MacCulloch, Diarmaid. *Christianity: The First Three Thousand Years*. New York: Penguin, 2011.
- Moffett, Samuel Hugh. *A History of Christianity in Asia, Volume II: 1500-1900*. New York: Orbis Books, 2005.
- Noll, Mark. *A History of Christianity in the United States and Canada*. Grand Rapids: Eerdmans, 1992.
- Shawe, Ian J. *Christianity: The Biography: 2000 Years of Global History*. Grand Rapids: Zondervan, 2016.
- Spickard, Paul R. and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced Their World*. Grand Rapids: Baker Academic, 1994.
- Ware, Timothy. *The Orthodox Church: An Introduction to Eastern Christianity*. Third Ed. UK: Penguin Books, 2015.

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.

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 in 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 require 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 an 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 the Seminary [Grading System & Scale](#).