

*“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.”*

<b>Course</b>	<b>HISTORY OF CHRISTIANITY II</b> HIST 0562 1P
<b>Date, Time, and Delivery Format</b>	JANUARY 14 – APRIL 8, 2025 TUESDAYS: 2:15 – 5:05 PM IN-PERSON ONLY
<b>Instructor</b>	<b>DR. ASHOOR YOUSIF, PhD</b> Telephone/voice mail: (416) 226-6620 Ext. 2228 Email: <a href="mailto:ayousif@tyndale.ca">ayousif@tyndale.ca</a>
<b>Class Information</b>	The course will be in-person on Tuesdays (2:15 - 5:05 PM).  Office Hours: In-person on Tuesdays (1:00 – 2:00 PM) or at a separate time by appointment.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . 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 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: 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 [www.stepbible.org](http://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](http://classes.tyndale.ca).

#### D. ASSIGNMENTS AND GRADING

1. **Weekly Discussions and Written Responses: 500 Words each (Total 25%). Posts are due on Wednesday (11:59 pm). Late posts are not accepted.**

Every week a set of discussion questions will be posted on the class page on [classes.tyndale.ca](http://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 and a clear engagement with the class lectures and discussions, especially identifying areas of 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 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, which were shared in the collective discussion in class. Be specific and brief in your post, but not superficial.

**NOTE:** In-class group discussions require a physical attendance of the class to be permitted to participate and receive credit. No virtual attendance and/or digital participation are acceptable without the instructor's permission.

**2. Biographical Research and Primary Source Analysis Paper: 2000 Words, 30%. Due on Monday (11:59pm) BEFORE the particular week on which the reading is assigned (See table for individual due dates) or February 24 (11:59pm).**

Each student will select a key Christian figure, who wrote one of the primary sources included in this class material, or another external source, 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 his 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) out of the life and writing of the figure.

**NOTE:** If, the student selected to do one of the given primary sources (S1-S14), then the paper should be submitted according to the deadline noted in the following schedule (**Late papers are not accepted**):

Reading	Assignment Due Date
S1	January 20
S2	January 27
S3	February 3
S4-S6	February 10
S7-S14	February 24
External Source	February 24

**3. In-Class Group Book's Chapter Presentation and Written Submission: 15 Minutes, 15%. Due on April 8 (During the Last Class). Late submissions are not accepted.**

Students will be divided into equal number groups. Each group will present during the last class on ONE chapter of Jenkins' book *The Next Christendom, the Coming of Global Christianity*.

In the presentation, the group will (1) review and summarize the main theme of the chapter, note its thesis or argument, and provide the supporting ideas, arguments, and evidence the author used to prove his point; (2) the group will critique at least one of the shortcomings and/or weakness of the chapter's arguments and/or evidence, stating why and providing a respond and/or alternatives; (3) and the group will praise at least one of the strengths and/or importance of the chapter's arguments and/or evidence, stating why and providing implications and/or applications to the class.

The presentation should utilize visual tools (i.e., PowerPoint Slides). A ONE-page (250- Words) written summary that includes the main points of the presentation will be submitted. No additional/external research is permitted beyond the book itself.

**4. Research Paper: 2000 Words, 30%. Due on April 6 (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 understudy. The paper must demonstrate thoughtful engagement with the theme via research and incorporation of external sources. The paper must be transparent, meaning that you will clearly and completely state what your primary and/or secondary sources are, and how you used them (i.e., their information, insights, and/or arguments) in your paper through clear and proper citations and bibliography.

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., citations). Finally, in the conclusion, the paper should/could engage with the implications of the research’s findings on the contemporary reality of Christianity (e.g., lessons, applications, outcomes).

### 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](http://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](http://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:

Assignment	Due Date	Value
Weekly Discussions and Posts		25%
Biographical-Source Paper	February 24	30%
Book’s Chapter Presentation	April 8	15%
Research Paper	April 6	30%
Total Grade		100%

## G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

### 1. Submission Method and Late Submission

**Submission:** Papers to be submitted electronically in .doc or .docx format via Moodle.

**Late Submission Penalties:**

- Weekly Responses, Primary Source Analysis Paper, and In-Class Book's Chapter Presentation will NOT be accepted as late.
- Research Paper will be penalized 1 point per day.

### 2. 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"](#).

### 3. 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.

### 4. 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](mailto: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 14	How Did We Get Here?	G 1
Jan 21	Protestant Reformation I	G 2-7 S1
Jan 28	Protestant Reformation II	G 8-11, 13-14, 17, 20-21 S 2
Feb 4	Catholic Reformation	G 12 S 3
Feb 11	Catholic Globalization	G 36-38 (V. 1) <sup>1</sup> S 4, 5, 6
<b>Feb 18</b>	<b>Reading Days: No Class</b>	
Feb 25	Modernity and Religion	G 15-16, 18-19, 22-24 S 8, 10

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

Mar 4	Global Christianity	G 29-30, 37 S 7
Mar 11	North American Christianity	G 25-27 S 11, 12
Mar 18	Protestant Globalization	G 33 S 9
Mar 25	Modern Christianity	G 28, 31-32 S 13, 14
Apr 1	Contemporary Christianity	G 34-36
Apr 8	Next Christianity	G 38 J

## V. SELECTED BIBLIOGRAPHY AND SOURCES

**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](#).)

### ONLINE PRIMARY SOURCE READINGS

The readings below can be found as PDF files on the course web page at [classes.tyndale.ca](http://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, Samul 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.