

## ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

### Graduate Course Syllabus

**Course Number:** HIS 541 OL

**Course Name:** History II

**Semester and Year:** Fall 2021

**Instructor:** Dr. Brian Cooper

**Contact Information:** briancooper@mbseminary.ca

**Course Instruction:** October 25-December 18, 2021

**Semester Hours:** 3

### Course Description

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A continuation of HIS 540, this course completes the chronological survey of important individuals, issues and movements in the history of Christianity (Note: the completion of HIS 540 is NOT a prerequisite for this course). It will examine developments from the Reformation until the end of the twentieth century. While some attention will be given to the modern missionary movement, the central focus of the course will be upon the history and theology of the church in the cultural context of Europe and North America. The course explores the major changes and continuities in Catholicism and Protestantism in the context of nationalism, the Enlightenment, and the development of a globally dispersed and diverse Christianity. Attention will be given to theological developments, church-state issues, ministry changes and alternative forms of interchurch relationships. Students will gain an understanding of the various cultural, political and theological influences that have shaped the church's institutional development as well as an appreciation for the interrelationship between the Christian faith and western culture.

### Course Objectives

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By the end of the course, students will:

- Become familiar with enough names, dates and events to construct a chronological sequence of major events in the history of Christianity, and gain a deeper understanding of the variety and complexity that has defined Christianity throughout the centuries.
- Demonstrate awareness of issues within Christian historiography, through written assignments that require historical research and writing.
- Be able to identify and evaluate different historiographical perspectives, and who are able to

think historically, developing skills of historical interpretation through, careful, contextual readings of documents and events.

- Interpret, evaluate, and use resources used by the church for personal devotional, intellectual and theological development as well as congregational renewal thereby equipping students with knowledge and skills for exploring their own spiritual, theological and denominational roots.
- Describe the historical backdrop to some of the contemporary issues and challenges facing Christianity.

## Course Instructional Content

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You are required to watch and/or read the course instructional content and interact about the content in the online forums in the Moodle classroom.

## Required Texts and Materials

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- Gonzalez, Justo L. *The Story of Christianity* (Volume II): The Reformation to the Present Day. New York: HarperOne, 2010.
- Muir, Elizabeth Gillian. *A Women's History of the Christian Church: Two Thousand Years of Female Leadership*. Toronto: University of Toronto Press, 2019.
- Primary Source readings as indicated in the syllabus. Although it looks like there is a lot to read, most of the readings are very short. Be of good courage. 😊

## Course Activities/Requirements

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Assignments are due by midnight (your time) on the day they are due. I would ask that you submit your assignments in the online Moodle classroom accessible at [learn.mytwu.ca](http://learn.mytwu.ca). When you go to the Moodle classroom, you will see assignment folders where you can submit assignments. Once I have marked your assignment, I will put it in your grade book in the Moodle classroom where you can check your grade and review the comments I made on the assignment (you will receive an automatic notification whenever I put a graded assignment in your grade book). Please note that I will typically deduct 5% of an assignment's total possible value for each day that it is late. I will consider extensions in exceptional circumstances such as a medical emergency (when a doctor's note accompanies the request). For the times when I allow a student to rewrite an assignment, I will generally take off 20% of the assignment's value before assigning a grade to the rewritten assignment.

Here is an overview of all the assignments followed by a detailed description of them:

### Course Pre-Reading Requirement

Due to the condensed nature of this course, please have the following read before the course begins on October 25, 2021:

- All of the Gonzalez text, and the Alister McGrath excerpt (see below).

You will be expected to integrate ideas from this textbook into the forum discussions and other assignments.

### **Readings and Online Forum Participation (30 % of the final grade)**

Foundational to this course is the expectation that students will carefully and thoroughly read through the two primary course textbooks. The exegesis books do not need to be read “cover-to-cover” but are tools to assist you during your written assignments. **There are also links to primary source readings posted for each week of the course Moodle site.** As you read, please take notes in preparation for participation in the online forum. At any time in the course, you may initiate or join in discussions on the online forum. **I will post discussion questions to help you focus your online posts.** For grading purposes, interaction on the online forum though, your knowledgeable and thoughtful interaction on the online forum will be divided into four segments. You should plan to invest approximately four hours into crafting forum posts and responding to forum discussions during each forum segment, for a total of approximately 18 hours during the course.

Students are expected to contribute to the forum discussions by posting a minimum of four conversational and three substantive contributions per forum week. Please make sure that you spread out your contributions over at least three days during the designated forum weeks so that you engage in the forum conversations at different points.

By conversational contributions, I mean simply joining the flow of discussion with shorter responses (e.g. questions, affirmations, quick thoughts about what someone has said).

By substantive responses, I mean responses that show a deep processing of relevant ideas (this usually takes 200-300 words). We have a tremendous opportunity to build upon one another’s knowledge, insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. We anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

#### **Substantive participation may include (among other things):**

- Providing and developing a new thought, idea, or perspective.
- Citing an experience or example of what we are learning and showing how it applies.
- Adding a new twist on a perspective.
- Critically reflecting on an idea/concept.
- Questioning or challenging a principle/perspective and giving reasons for your questioning.
- Integrating Scripture and other sources in a meaningful way

#### **What Substantive Participation is NOT:**

- Very basic comments such as “I agree” or “I disagree.”
- Restating what someone has said (*unless there is a direct purpose in doing so*).
- Disrespectfully disagreeing.
- Pat answers that are not thought-provoking.

**Below are examples of how to stimulate your own and others' thinking:**

- What would happen if...
- Other times it may be helpful to...
- It is my understanding...what is your experience with this?
- You might approach this from...
- Is it possible that...
- Would you consider...
- Maybe...
- Possibly...
- Sometimes...
- I'm wondering if...
- Do you think...

Have fun!

Note: You can use any of your forum posts in other papers for this course. I would also encourage you to view the posts of others as resources that you can cite in your papers. Everyone brings a wealth of insights into the class!

## **Course Evaluation**

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### **Reading Journal and Class Participation (6x5%=30% of final grade):**

Short primary source documents will be assigned each day to augment lectures and to illustrate some of the themes highlighted in classroom lectures and discussions. Students should read these prior to class so that they can answer forum question and participate in online discussions based on the documents. The students' knowledge of the readings will be assessed from class participation in the forums.

### **Family Religious History Project (30% of final grade):**

Trace your family's religious history for 3-4 generations, beginning with yourself. List the religious affiliations (or lack thereof) of each family member as fully as possible and briefly note important religious/social data (e.g., the person was part of an ethnic immigrant community; she/he was converted during a revival; she/he became alienated from Christianity due to an acrimonious church split, etc.). Then write a short paper (approximately 5-7 pages), placing selected aspects of your religious family history in the context of broader movements and themes in the history of Christianity. For example, you might talk about how the changing denominational affiliations of your family reflect the "free market" or "voluntary" ethos of North American Christianity. Or, your family might illustrate the rise of the twentieth-century Pentecostal movement, the fundamentalist/modernist controversy, conflicting views of what it means to be a Christian in America, the changing role of women, etc. **Due November 20, 2021.**

### Research essay (40% of final grade):

Write a research essay of approximately 3,000 words on a subject pertinent to the last 500 years of the history of Christianity. The essay must have a title page, followed by a page containing an outline along with a 1-2 sentence thesis statement—essays without such a page will not be accepted for grading.

The essay may feature an individual, institution, movement, document, religious practice or issue, but the subject should be concise enough to be investigated in some detail. The subject must be approved in advance by the professor. In addition to key secondary sources try also to use primary sources in your analysis. Your aim in the essay should be to analyze and explain the historical development and significance of your subject. Carefully avoid conducting a theological critique or merely describing a sequence of historical events. Each section of the essay needs to relate to the central argument. This assignment represents a significant proportion of the final grade indicating the level of research and general quality expected. Begin work on this project as soon as possible by selecting a topic and assembling resources. Students may wish to obtain a preliminary assessment of their ideas by submitting a one-page outline along with a proposed thesis statement. **Due December 18, 2021.**

Reading and Forum Participation	30	%
Family Religious History Project	30	%
Research Paper	40	%
<b>TOTAL</b>	<b>100</b>	<b>%</b>

Near the conclusion of this course, you will be asked to complete a course evaluation. Because feedback is very important, the course evaluation is a required part of the course and is tied to the submission of your last assignment. The course evaluation will be integrated into the Moodle classroom in Week 8.

## Grading System

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skillful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.

B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

## Course Outline

Week	Due Date	Assignments	% Final Grade	Cumulative %
	Oct 25	Pre-reading due: <ul style="list-style-type: none"> <li>Gonzalez text</li> <li>McGrath, "Engaging the Great Tradition"</li> </ul>		
1	Oct 25-30	Forum Week #1 Reading: <ul style="list-style-type: none"> <li>Muir text, ch. 9</li> <li>Luther's 97 Theses</li> <li>Luther's 95 Theses</li> <li>Confession of Augsburg</li> <li>Excerpt from Calvin's <i>Institutes</i></li> <li>Geneva Confession</li> <li>Calvinistic Ordinances</li> <li>Council of Trent</li> </ul>	5%	5%
2	Nov 1-6	Forum Week #2 Reading: <ul style="list-style-type: none"> <li><i>Schleitheim Confession</i></li> <li><i>Trial of Michael Sattler</i></li> <li><i>Against the Murdering and Robbing Hordes of Peasants</i></li> <li>Council of Trent excerpts (Bettenson &amp; Maunder)</li> </ul>	5%	10%
3	Nov 8-13	Forum Week #3 Reading: <ul style="list-style-type: none"> <li>Supremacy Act (1534)</li> <li>Oath of Supremacy</li> <li>Pope's Condemnation of Henry VIII</li> <li>Westminster Confession of Faith (Bettenson &amp; Maunder)</li> <li>Baptist Confessions of Faith (Bettenson &amp; Maunder)</li> <li>William Perkins, <i>The Six Principles of the Christian Religion</i> (first section of 32 statements)</li> </ul>	5%	15%
4	Nov 20	<b>Family Religious History Project due</b> Reading: <ul style="list-style-type: none"> <li>Excerpts from Spener and Francke, (Manschreck)</li> </ul>	30%	45%

		<ul style="list-style-type: none"> <li>• “The Moravians and Their Hymns”</li> <li>• Sections from John Wesley’s Journal - Chapter 1, “Memorable Atlantic Storms,” and “Wesley Arrives in Georgia, and from Chapter 2, “I Felt My Heart Strangely Warmed”</li> <li>• Chapter 2 Section I (p.p. 25-39) from William Wilberforce treatise</li> <li>• Excerpt (pages 34-35, 43-47, 54-57) from Thornton Stringfellow book</li> </ul>		
5	Nov 22-27	<p>Forum Week #4</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Jonathan Edwards, <i>A Faithful Narrative of the Surprising Work of God</i> (Sections I &amp; III)</li> <li>• Excerpt (Chapters II, IV, VI) from C.G. Finney’s memoirs</li> <li>• “Great Awakening,” from <i>The Canadian Encyclopedia</i></li> <li>• “A Great Awakening?: Revival in Canada,” from <i>Christianity Today</i></li> <li>• Muir text, ch. 10</li> </ul>	5%	50%
6	Nov 29- Dec 4	<p>Forum Week #5</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Voltaire on Religion</li> <li>• David Hume, “On Miracles”</li> <li>• Muir text, ch. 11-12</li> <li>• Excerpts from William Booth, “Don’t Forget (ca. 1910)</li> <li>• Excerpt from Walter Rauschenbusch</li> <li>• Various Roman Catholic documents (Section X, documents VII-XI b) from Bettenson &amp; Maunder</li> <li>• Documents from the Second Vatican Council (Bettenson &amp; Maunder)</li> </ul>	5%	55%
7	Dec 6-11	<p>Forum Week #6</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Excerpt (Section I, Section III (esp. p.p. 62-66), Section IV) from William Carey</li> <li>• “Watchcry of the Student Volunteer Movement”</li> <li>• “World Missionary Conference, 1910”</li> <li>• Muir text, ch. 13</li> </ul>	5%	60%



		<ul style="list-style-type: none"> <li>• “Shall the Fundamentalists Win?” by Harry Emerson Fosdick</li> <li>• “What Baptists Stand For,” by T. T. Shields</li> </ul>		
8	Dec 18	<b>Research Paper due</b> Reading: <ul style="list-style-type: none"> <li>• Lesslie Newbigin, “Can the West be Converted?”</li> <li>• “The history,” p.p. 9-21, in <i>Truth and Reconciliation Commission Principles</i></li> <li>• Muir text, ch. 14-15</li> </ul>	40%	100%

## Course Policies

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### ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student’s responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

### STUDENTS WITH A DISABILITY

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

### HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centered on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

The following policies are optional but recommended, to allow you to efficiently respond to student challenges to the syllabus. *Click on these fields and press delete if you do not wish to use them:*

**CAMPUS CLOSURE AND CLASS CANCELLATION POLICY**

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

**COURSE GRADE APPEALS**

Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS Office.

**PAPER FORMATTING**

The preferred manner for citations is the Turabian Notes (Bibliography) format. For information and accuracy you may wish to reference the following style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. Students may find the following website helpful: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)