

**Associated Canadian Theological Schools
of Trinity Western University**

**HIS 541 OL: History of Christianity II:
From the Reformation to the Present (Online)**

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3 credit hours

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Instructional Content: Sep 3 – Oct 29, 2019

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Course Description

A continuation of HIS 540 (“History of Christianity I”), this course brings the chronological survey of important individuals, issues and movements in the history of Christianity into the twentieth century. (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 Roman Catholicism and Protestantism by considering factors such as 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 inter-church 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.

The course will be delivered entirely online, using video lectures from Logos Bible Software, and an online forum for discussion. Additional readings, research, and writing assignments will be required of each student. While the lectures provide a broad overview, the readings and writing assignments will allow students to focus on areas of interest.

Objectives

This course will help students:

- Reframe current events with a broad and deep perspective of the historical context in which those events are situated by connecting major dates, names, places and events in a chronological sequence to reveal causal relationships, historical patterns, and ongoing developments. Beyond answering "Who" and "When," students will explore "Why" events occurred, and "How" they have brought us to where we are today.
- Collaborate with other through forum **discussions**. With so much ground to cover in readings and lectures, such interaction can help reinforce what's important, and fill in knowledge gaps that may exist for individuals.
- Analyze cultural messages. Rather than taking all media at face value, students will have an opportunity to use their historical knowledge and research skills to interpret and evaluate the message of a popular book or film of their choice.
- Value and **apply** modern historical studies to their current lives and ministry context.
- Develop valuable **research** skills and expertise on a particular topic.

Course Textbooks

These textbooks are selected as resources to broaden the scope of your learning beyond the content of the lectures, and to help deepen your knowledge of select areas of personal interest.

Be sure to read each assignment description that relates to each textbook – before you begin reading the text, itself. This will focus your reading and streamline your writing. Also, as you read, keep in mind that you'll be required to select a research topic for your final paper. These texts can be useful as you begin your research, but additional resources will be required to complete your assignment.

Required:

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

Heath, Gordon L. *Doing Church History: A User-Friendly Introduction to Researching the History of Christianity*. Toronto: Clements Publishing, 2008.

Amazing Grace. Directed by Michael Apted. Los Angeles: Samuel Goldwyn Films LLC, 2006.

Options for Narrative Analysis:

(CHOOSE ONE book OR film, ensuring that you are comfortable with its rating; permission for other options may be requested)

Books:

Achebe, Chinua. *Things Fall Apart*. Toronto, ON: Anchor Canada, 2009.

Brother Andrew. *God's Smuggler*. Ada, MI: Chosen Books, 2015.

DC Talk and the Voice of the Martyrs. *Jesus Freaks: Stories of Those Who Stood for Jesus*. Minneapolis, MN: Bethany House Publishers, 2014.

Endo, Shusaku. *Silence*. London: Pan MacMillan, 2015.

McCasland, David. *Oswald Chambers: Abandoned to God: The Life Story of the Author of My Utmost for His Highest*. Grand Rapids, MI: Discovery House, 2010.

Richardson, Don. *Eternity in their Hearts*. Bloomington MN: Bethany House Publishers, 2006.

Yaxley, Trevor. *William & Catherine: The Life and Legacy of the Booths, Founders of The Salvation Army*. Minneapolis, MN: Bethany House Publishers, 2003.

Films:

A Candle in the Dark: The Story of William Carey. Directed by Tony Tew, 1998. (set in India)

Cromwell. Directed by Ken Hughes, 1970. (set in the British Isles)

God's Outlaw. Directed by Tony Tew, 1986. (about William Tyndale; set in England)

A Man for all Seasons. Directed by Fred Zinnemann, 1966. (about Thomas More; set in England)

The Mission. Directed by Roland Joffe, 1986. (***)warning: violence; set in Argentina)

Romero. Directed by John Duigan, 1989. (***)warning: violence; set in El Salvador)

Silence. Directed by Martin Scorsese, 2016. (***)warning: violence; set in Japan)

Options for Book Presentation: (CHOOSE ONE of personal interest; read at least 200 pages)

Buschart, David W. *Exploring Protestant Traditions: An Invitation to Theological Hospitality*. IVP Academic: Downers Grove, IL: 2006

Finke, Roger and Rodney Stark. *The Churching of America, 1776-1990: Winners and Losers in our Religious Economy*. New Brunswick, NJ: Rutgers University Press, 2002.

Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity, 3rd ed.* Oxford: Univeristy Press, 2011.

Tucker, Ruth A., and Walter Liefeld. *Daughters of the Church: Women and Ministry from New Testament Times to the Present*. Grand Rapids: Zondervan, 1987.

Recommended:

Bettenson, Henry and Chris Maunder eds. *Documents of the Christian Church, 4th ed.* Oxford: Oxford University Press, 2011.

***Primary documents such as these can be valuable for your research paper; alternatively, each transcript of our video lectures on Logos Software also includes several links to relevant primary documents from the time period

Cross, F. L., and Elizabeth A. Livingstone, eds. *The Oxford Dictionary of the Christian Church*. Oxford, New York: Oxford University Press, 2005.

*** included in ACTS Logos Software package; valuable for quick reference

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations, 9th Edition: Chicago Style for Students and Researchers*. Chicago: University of Chicago Press, 2018.

Course Instructional Content

You are required to watch, listen to, and/or read the course instructional content and interact about the content in the online forums. To access the instructional videos, you will require an ACTS Seminaries FaithLife Logos account which is accessible for diploma and degree students through the ACTS office. If you are a degree or diploma student, please contact the ACTS office for access. If you are not enrolled in a diploma or degree program, please contact T Anderson, ACTS World Campus Program Coordinator (tanderson@mbseminary.ca) to request special access privileges for the duration of this course.

The video lectures are available in your Logos package in a Mobile Ed course called “**CH102 Introducing Church History II: Reformation to Postmodernism**,” taught by Frank A. James III. Written transcripts, lecture audio, and supporting primary documents are also provided.

Course Assignments

The assignments for this course do not include knowledge-based exams. Rather, the assignments have been purposefully designed to encourage students to engage in deeper analysis, formulate broader connections, synthesize evidence-based conclusions, and make personal applications.

Assignments are **due** at the end of a given week, by midnight (your time) on the Saturday. It will be important to stick to deadlines, as there will be new work each week. A 5% penalty will be applied to an

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assignment for each weekday that it is late, unless exceptional circumstances occur (with a doctor's note, etc.). One extension, of one full week, will be granted or one assignment per student, when the request it at least one week in advance.

Please **submit your assignments** in the online Moodle classroom accessible through MyCourses. Each assignment will have a specific folder in which your files may be submitted. Please include a title page, with 12-point font, double-spaced. Please also format your file name as follows: *Last Name, First Name – HIS541OL – Assignment Name.docx*.

Assignments will be typically marked within a week and posted 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).

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

Week	Due Date	Assignments	% Final Grade	Cumulative %
1	Sep 3-7	Online Forum Week #1	5%	5%
2	Sep 14	Reading Response	15%	20%
3	Sep 15-21	Online Forum Week #2	5%	25%
4	Sep 28	Narrative Analysis	10%	35%
5	Sep 29-Oct 5	Online Forum Week #3	5%	40%
6	Oct 12	Book Presentation	15%	55%
7	Oct 13-19	Online Forum Week #4	5%	60%
8	Oct 26	Research Paper	40%	100%

Assignment # 1: Readings and Online Forum Participation (20 % of the final grade)

Students are expected to contribute to the forum discussions (on the Moodle platform) by posting a minimum of **four conversational** (worth up to 10 points each) and **three substantive** contributions (worth up to 20 points each) per forum week. Please make sure that you spread out your contributions over at least three days in two different weeks during the designated forum two-week segments so that you engage in the forum conversations at different points.

Here is when the forum weeks will happen (please note that the forum segments start on a Monday and end on a Saturday; Sundays are the Lord's Day!):

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- Forum Week #1 — Sep 3-7
- Forum Week #2 — Sep 15-21
- Forum Week #3 — Sep 29-Oct 5
- Forum Week #4 — Oct 13-19

Responses to the questions will involve demonstrating familiarity with the lecture content, drawing personal applications, and interacting with the responses of others. Each week, students will be expected to post:

- A minimum of three substantive contributions (1 point each)
- A minimum of four conversational contributions (0.5 points each)
- Contributions must be spread over a minimum of 3 days in the week (Monday-Saturday)

Information regarding Forum Posts

Substantive contributions directly respond to the questions listed above. They will demonstrate a deep processing of relevant ideas (200-300 words) by drawing from lecture materials and making personal applications. This provides us with a tremendous opportunity to draw from one another's knowledge, insights, and experience as we journey through the course together. *Forum contributions may even create material or provide inspiration for your personal assignments in this course! Be sure to use proper citations.*

Conversational contributions simply involve responding to other people's posts. These do not need to be long, but must demonstrate an understanding of what the person has written. This will be our opportunity to offer affirmation of one another's thoughts, to gently challenge each other, or build on what others have said for the benefit of the group. The goal is to create an atmosphere of healthy dialogue – a supportive subculture that encourages the growth and development of ideas and their integration into our lives and ministries.

Engaging in **healthy dialogue** can certainly involve expressing your personal view – as long as room is provided for others to express their own view, as well. You can seek to support your view with Scripture, personal experience, etc. and even question or challenge what the lecturer or other students have said. But we must be sure to communicate in a respectful manner, recognizing that each of our perspectives are somewhat limited.

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*).

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- 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!

Assignment #2: Reading Response (15% of final grade, due September 14)

Read the Justo L. Gonzalez text, *The Story of Christianity (Volume II)* with the following instructions in mind:

Write a 5-6 page paper that traces the development of a particular theme over the course of Church History from the Reformation to the present. Themes should be broad enough to apply to multiple centuries. Be sure to move beyond dates and names to actually discuss the causal relationships that exist between events. Be sure to transition from "Who, What, When, Where" to actually answering "Why and How." Examples may include:

- Major doctrinal debates and reforms
- The geographical spread of Christianity from Europe
- The interaction between church and state
- The interaction between Christianity and its surrounding culture

This is not a formal research paper; it does not require outside sources or footnotes. Please simply cite references to the Gonzalez text with page numbers in parentheses. Your paper should follow an approximate structure as follows:

- A brief introduction (1 page, max.) of the topic, explaining your personal interest in it
- A body (4 pages, approx.) where you outline the development of your theme with specific examples from the book
- A brief conclusion (1 page, max.) in which you describe some areas of personal curiosity and specific questions that you'd like to explore further. Though you are not obligated to write your final Research Paper on this topic, it could help to begin formulating a research question here.

Assignment # 3: Narrative Analysis (10% of final grade, due September 28)

For this assignment, students will be asked to select from a list of books and films (see under “course textbooks” above). With special permission, another book or film may be selected. Be sure to check ratings and availability ahead of time.

Then, write a **3-4 page paper**, answering the following questions:

- 1.: In what time and place did the story take place? What broad historical movements were also taking place at this time? How might they have affected the story's events? (For voice of the martyrs, be selective)*
- 2.: Based on what you've learned so far, were the historical events portrayed accurately and completely? Do you have any questions or doubts? How might a viewer/reader be misled without further research?*
- 3.: In your view, what was the overall message of this story? Was the author favourably disposed toward Christianity? Why or why not?*
- 4.: Did the events of this story have any lasting effects on our world today? Can any insight be gained from this story to offer perspective to our world today?*

The class textbooks and lectures may be sufficient sources to answer these questions. Simple parenthetical page references or lecture numbers will suffice. Additional sources are welcome, but not required. Please see “recommended textbooks” above.

Assignment # 4: Book Presentation (15% of final grade, due October 12)

Select one book from the list above (see “Course Textbooks”) and read at least 200 pages.

Then, prepare an **8-10 minute video presentation**, following this structure:

- 1.:** Briefly introduce yourself and your personal interest in this particular book.
- 2.:** Describe to your audience what the book was about, what it argued, and what support it provided for its claims.
- 3.:** Tell three memorable points from the book that impacted you most.
- 4.:** Relate to your audience how these points connect with your life, your ministry, and your context. How will you personally respond to what you've learned?

The video presentation must be between **8-10 minutes**, and cover all of the questions efficiently. Using a script or notes while filming your presentation is recommended, as it may help you economize your time. Videos can be uploaded onto the course Moodle site.

Assignment #5: Research Essay (40% of final grade, due October 26)

Select a **topic** of personal interest in which you'd like to conduct further research. While video lectures are spread over the whole course time, your early readings from Gonzalez should offer plenty of ideas. It would be wise to start formulating your specific **thesis** or research **question** as early as **week 2**, leaving plenty of time to collect data, discuss your ideas, and mull it over before you need to write the paper.

Research theses and questions must be **pre-approved** by the course instructor. After week 2, please begin submitting your top proposals for feedback. The topic should be broad enough to have plenty of

material to work with, but narrow enough to offer a thorough analysis. For example, you could seek to prove/discover the cause, effect, or significance of something.

As you proceed through the course, note the **relevant material** that shows up in course textbooks. Be sure to glance through the recommended textbooks list in the syllabus, and the primary documents provided in each lecture transcript of CH102 in Logos. Some books will also have helpful footnotes, endnotes, and bibliographies that will lead you to more and better sources for your research. Please aim to use a balance of both **primary** sources (originating from the time period of the event) and **secondary** sources (later reflections by other researchers).

The essay must be approximately **3,000 words** long, including a title page and bibliography. It must also include:

- An **introduction** (1-2 pages) in which you state your thesis or research question in 1-2 sentences, followed by an explanation of your personal interest in the topic.
A thesis is a statement that you wish to prove with your research;
a research question indicates what you seek to answer through your research.
- A **body** (~10 pages) in which you describe historical development of your subject, analyze its significance, and, most importantly – prove your thesis/answer your question. Be sure to move beyond description of events, to drawing conclusions. Be sure to base your conclusions on historical research, and not merely current views.
- A **conclusion** (1-2 pages) in which you summarize your most important research findings that answer your question/prove your thesis, relate its significance to today, and draw some useful applications for your own context.

Note: An **essay grading rubric** will be posted in the Moodle site, to give you an indication of how your paper will be evaluated. Sections include: Clarity and Force of Argument, Quality of Research, Organization & Structure, and Writing Style.

The paper must be **formatted** correctly, according to university standards (see below). Also:

- Be sure to double-space your work and use 12-point font.
- Please use inclusive language.
- Footnotes are preferred, unless your program asks for a different citation format.
- Please use **Turabian** style for bibliographies and footnotes (see Course Textbooks).

Failure to provide proper references for your research may result in committing **plagiarism**.

- Please be sure to avoid this by always using quotation marks where appropriate, and giving credit where it is due.
- Every instance of plagiarism will be reported to academic authorities, and result in the failure of the assignment. See ACTS Student Handbook and Important Academic Notes (below) for more details.

For further assistance, tutoring, editing, etc., please contact the TWU Student Writing Centre at create.twu.ca/learningcommons or contact writingcentre@twu.ca.

Course Evaluation

In the 8th week, you will be asked to complete a course evaluation for this course. Because feedback is very important, the course evaluation is a required part of the course.

Grading Scale

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. Skilful 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.

Note: This grading rubric is an adaptation of the one used in the MA in Leadership and MA in Educational Leadership programs at TWU.

Assignment 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.

Important Academic Notes from ACTS

Web Support – Student Portal

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

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

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS World Campus Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial) http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact **before the beginning of a course** so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.