



Advancing God's Kingdom by Preparing Competent Christian Leaders for  
Spirit-Empowered Life and Ministry

## **G110 History of the Christian Era**

3 credits. Prerequisites: none

*This course transfers to the University of Saskatchewan.*

**January 13 – April 16, 2020**

Terms C and D

Monday and Wednesday, 10:45AM-12:15PM

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### **Course Content and Goals**

#### **Course Description**

This course provides an overview of the general history of Christianity from apostolic times to the present. Both external factors, such as names, dates, and movements, and internal factors, such as theological controversies, will be studied.

#### **Relationship to Horizon's Mission**

As part of Horizon's mission to prepare competent Christian leaders, this course provides students with historical knowledge and research skills that will help them grow in the following [core competency](#):

- Contextual Awareness: demonstrate contextual awareness through a healthy view of self, a Christian view of the world, and by engaging culture in appropriate ways.

#### **Core Competency and Learning Outcomes**

To demonstrate competency in *Contextual Awareness* students will:

- 1) Identify and describe where and how key events, people, and movements fit in the history of Christianity.
  - *Assessment*: Textbook Tests, Final Exam.
- 2) Explain how knowledge of Church history is important for ministry and Christian life.
  - *Assessment*: Short History Assignment, Final Exam.
- 3) Analyze a contemporary Church experience in light of Church history.
  - *Assessment*: Historical Reflection
- 4) Research Church history using secondary sources.
  - *Assessment*: Short History Assignment.

## Course Work

### Textbook

Mullin, Robert Bruce. *A Short World History of Christianity*. Revised edition. Louisville, KY: Westminster John Knox, 2014. (ISBN-13: 978-0664259631)

\*\*Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks. See more information [here](#).

### Course Assignments and Activities

**Portfolio Component:** *Historical Reflection*. This assignment must be edited and submitted to the *Contextual Awareness e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

#### 1. Textbook Tests

You will need to demonstrate your familiarity with the material covered in the textbook before you will be assessed in the final exam. Throughout the course you will take six textbook tests [on Populi](#). The tests are meant for you to reinforce your knowledge of church history, expand your global awareness of church history, and to help you prepare for your other assignments and the exam. The tests are open book, but you should be well prepared to write the tests before you begin. Each test should take you less than 20 minutes; however, you have up to 1 hour to complete each test. In order to ensure you are ready for the final exam, resubmissions for tests take place immediately, rather than during revision week. If you do not initially meet the competency requirements for of a test, to meet the requirements you have 24 hours to submit a short answer (50-100 words) for each question that you got wrong on the test. You will be able to write the tests whenever you are ready during the course. After 11:59pm on the due date, tests will no longer be accessible, so you must *finish you test before 11:59pm*. Students are encouraged to complete tests well in advance.

- Fake Test (a trial for you)
  - Section 1 (*Intro* + ch 1-4) by Jan 17
  - Section 2 (ch 5-7) by Jan 24
  - Section 3 (ch 8-10) by Jan 31
  - Section 4 (ch 11-13) by Feb 7
  - Section 5 (ch 14-17) by Feb 14
  - Section 6&7 (ch 18-21+ *Epilogue*) by Feb 21
- Related learning outcome: 1.
  - **Due dates:** Jan 17, 24, 31; Feb 7, 14, 21.

#### 2. Historical Reflection

For your historical reflection paper you will first visit an *Orthodox Church* for a Sunday worship service (divine liturgy) or for evening vespers (usually Saturday). To prepare, read [here](#) and [here](#). Base your assignment on a visit that you make during this course after February 1 (not based on a previous experience). To complete the assignment:

- When you attend, be respectful. Do not "take notes" like a tourist, but participate as much as you are able. You may wish to take pictures *after* (not during) the service and include a few with your reflection paper. Please ask permission before taking pictures. You may also want to take home a bulletin if one is available.

- Write a 500-600 word (about 2 pages) *historical reflection* paper.
- Include date, time and location of the service you attended *on the title page*.
- Follow the “**General Assignment Guidelines**” (below).
- Footnotes and a bibliography are required when you refer to any source (book, website, email conversation, etc.).

Here are three Orthodox Churches in Saskatoon to choose from: Saint Vincent of Lerins Orthodox Church ([www.orthodoxsaskatoon.com](http://www.orthodoxsaskatoon.com)), Holy Resurrection Orthodox Church ([www.hrochurch.ca](http://www.hrochurch.ca)) and Holy Covenant Evangelical Orthodox Church ([www.holycovenanteoc.com](http://www.holycovenanteoc.com))

In your *historical reflection* paper you will relate your experience to what you have learned thus far in this class by citing both your class notes and your textbook. *Please do not complete your visit until after February 1*. You need to demonstrate that you are interpreting the situation with historical awareness. In your reflection you might consider things like (but not limited to) the liturgy, the architecture, the iconography, the sacraments, the music, the theology expressed (in spoken words, written liturgy, image, song, but also in other ways). Do not simply report what you experience – what you liked or didn’t like. Rather, you should draw on your understanding of history to explain why things were the way they were and (perhaps) why they differed or were the same as what your typical experience in a church service.

- Related learning outcome: 3.
- **Assignment Length:** 500-600 words. **Due date:** February 28, 2020.

### 3. Short History Assignment

There are *two options* for this assignment. You may write a *paper* OR create a video *presentation* on a key person, an important movement, or an important event in Church history. *Regardless of which option you choose*, for the **first**  $\frac{3}{4}$  of your paper/presentation you should focus on **reporting** who/what the person, event, or movement was as well as their significance in the history of Christianity. For the last **the last**  $\frac{1}{4}$  of your paper/presentation you should offer **personal reflections** regarding the contemporary significance of this person, event, or movement. Answer the question: how does studying this event/person/movement help you to better understand or approach something in today’s church context? To help you answer this question you might consider current church issues, how your new knowledge might affect ministry or Christian life, or lessons that are applicable in the church today.

You may choose to base your assignment on any movement, person, or event in the history of Christianity. There is a list of possible topics [on Populi](#) in the grading section of this course. *Before* you begin your research, please use this section to indicate your choice for approval by the professor in order to ensure that your topic meets the intention and requirements of this assignment.

If you choose to create a video **presentation**:

- Keep a record of the amount of time you spent on your project and submit this with the project. This should be the equivalent of a paper.
- Your presentation should be 10-15 minutes.
- Submit point-form notes from your research to the professor, including details from each source and page numbers.

- Use at least **5 scholarly<sup>1</sup> sources** (dictionary definitions do not count as sources). Your 5 sources should include at least one encyclopedia/dictionary article, one book, and one [web page](#).
- Submit a bibliography to the professor.
- for the content of your presentation, see *further instructions above and below*.

If you choose to write a **paper**:

- use at least **5 scholarly<sup>1</sup> sources** (dictionary definitions do not count as sources). Your 5 sources should include at least one encyclopedia/dictionary article, one book, and one [web page](#).
- aim for 1200 words (a minimum of 1000 words and no more than 1400 words = **approx 4 pages**), not including your **footnotes and bibliography** (include both of these with your paper).
- record the **word count** for your papers after your conclusions.
- follow the “**General Assignment Guidelines**” (below).

If you are writing/presenting regarding a **person**, you might consider describing some of the following (you do *not* have to cover all of these issues): where/when the person lived, personal background, important events in their life, why they are important in Church history, their contributions to the church, their character, and their spiritual life. Don't forget to include your personal reflections on the last page.

If you are writing/presenting regarding a **movement**, you might want to consider (you do *not* have to cover all of these issues): the movement's response to its contemporary setting including historical events which precipitated its evolution, its impact upon its surrounding culture, the significant individuals who gave rise to the movement, the movement's eventual decline and/or development, and why it is important in Church history. Don't forget to include your personal reflections on the last page.

If you are writing/presenting regarding an **event**, you might want to consider (you do *not* have to cover all of these issues): the background of the event, what happened, why it happened, the important people involved, how it related to the wider historical context, the results of the event, and why it is important in Church history. Don't forget to include your personal reflections on the last page.

- Related learning outcomes: 2, 4.
- **Assignment Length:** 1200 words. **Due:** March 15.

#### 4. Final Exam

The final exam will be based upon all the material covered in class and the readings. It will include both objective questions (e.g., true/false, multiple choice, place in order) and longer essay questions. Visit the “Final Exam” lesson on [Populi](#) to download a study guide.

- Related learning outcomes: 1, 2.
- **Assignment Length:** 3 hours. **Date:** April 9 or 10 (take home)

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<sup>1</sup> “Scholarly” sources generally include articles published in academic journals and academic books (a book is often not *academic* if it does not have footnotes or endnotes). You are welcome to use magazine articles and [web pages](#), but these will often not count as scholarly sources. If you are not sure, please ask the professor.

### Tentative Class Schedule

<u>Dates</u>		<u>Week</u>	<u>Class Content (tentative)</u>
Jan 13	Normal Class	1	Intro to the course - why is history important?
Jan 15	Normal Class	2	Intro to the course and syllabus clarification
Jan 20	Normal Class	3	The beginning of the Church - Acts - after Jesus
Jan 22	No Class	Leadership Summit	
Jan 27	Normal Class	4	Early persecution and conflict
Jan 29	Normal Class	5	Formulation of doctrine
Feb 3	Normal Class	6	Constantine
Feb 5	Normal Class	7	The New empire - Christendom
Feb 10	Normal Class	8	Councils and Creeds
Feb 12	Normal Class	9	Monasticism and Rome
Feb 17	No Class	Family Day	
Feb 19	Normal Class	10	Early middle ages - 500-1000
Feb 24 & 26	No Class	Reading Week	
Mar 2 & 4	No Class	Module Week	
Mar 9	Normal Class	11	The <u>East/West</u> Schism!
Mar 11	Normal Class	12	The Crusades
Mar 16	Normal Class	13	Late middle ages - 1000-1500
Mar 18	Normal Class	14	Reformation
Mar 23	Normal Class	15	Enlightenment
Mar 25	Normal Class	16	Fragmentation
Mar 30	Normal Class	17	Modernity - the era of certainty - more fragmentation
Apr 1	Normal Class	18	20th century movements
Apr 6	Normal Class	19	Post-Christendom - the Western church today
Apr 8	Normal Class	20	Complete the course, course evaluations
Apr 13 & 15	No Class	Revision Week	

### Time Investment

	<i>Time (approx.)</i>	<i>Due Date</i>
Class Engagement	28 hours	n/a
1. Textbook Reading/Tests	30 hours	Jan 17, 24, 31; Feb 7, 14, 21
2. Historical Reflection	8 hours	Feb 28
3. Short History Assignment	12 hours	Mar 15
4. Final Exam	12 hours	Apr 9 or 10 (take home)
<b>TOTAL</b>	<b>90 hours</b>	

### Assessment Rubrics

For this course, please find assessment rubrics on the Populi course page, in the lesson called "HCE Assessment Rubrics."

### Textbook Quiz Dates (all dates below are Fridays)

Jan 17	Section 1 Test (Intro + ch 1-4)
Jan 24	Section 2 Test (ch 5-7)
Jan 31	Section 3 Test (ch 8-10)

Feb 7	Section 4 Test (ch 11-13)
Feb 14	Section 5 Test (ch 14-17)
Feb 21	Section 6&7 Test (ch 18-21+ Epilogue)

\*First submissions of assignments will not be accepted after April 10, 2020.

### **Revision Week (Apr 13-17)**

Monday, Apr 13	Resubmission of Historical Reflection (as necessary – may be requested earlier)
Tuesday, Apr 14	Resubmission of Short History Paper (as necessary – may be requested earlier)
Wednesday, Apr 15	Resubmissions for Final Exam (as necessary)
Thursday, Apr 16	Second resubmissions (as necessary)
Friday, Apr 17	Further resubmissions (as necessary)

\* No resubmission of assignments will be accepted after April 16, 2020.

## **Academic Policies**

### **General Assignment Guidelines**

Please see the Horizon [Format Guide](#) for assignment submission and formatting guidelines. In addition, please note: all assignments will be submitted on [Populi](#) in **MSWord format** (doc or docx is fine).

### **Late Assignments and Extensions**

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

*Professor's Note: Students are expected to submit work by the due dates. Timeliness of work is an important life competency. For this class, no extensions will be granted. Late work will be accepted with very good reasons only (late work will not be accepted after final dates for initial and resubmissions). Please communicate with the professor as soon as you know an assignment might be late.*

### Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

### Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach (next page):

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student <b>exceeded competency requirements for some</b> learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student <b>met competency requirements for all learning outcomes</b> and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was <b>beginning to meet competency requirements for any one or more</b> learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was <b>not yet meeting competency requirements for one or more</b> learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of

another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

### **Disability Services Information**

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at [bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu); or Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu).

### **Class Attendance**

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Use of Technology**

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.





## Course Bibliography

### *Web pages*

Christian Classics Ethereal Library (CCEL): <http://www.ccel.org/>

History of Christianity Virtual Reading Room:

<http://www.tyndale.ca/seminary/mtsm modular/reading-rooms/history>

*The Catholic Encyclopedia*. 15 vols. New York: Robert Appleton Company, 1907-1912.

<http://www.newadvent.org/cathen/>

### *Encyclopedias/Dictionaries*

Benedetto, Robert, ed. *The New Westminster Dictionary of Church History: Volume One: The Early, Medieval, and Reformation Eras*. Louisville, KY: Westminster John Knox, 2008.

Brauer, Jerald C., ed. *The Westminster Dictionary of Church History*. Louisville, KY: Westminster John Knox, 1971.

Douglas, J. D., Philip W. Comfort, and Donald Mitchell, ed. *Who's Who in Christian History*. London: Tyndale House, 1992.

Douglas, J. D. *The New International Dictionary of the Christian Church*. Grand Rapids: Zondervan, 1974.

Fahlbusch, Erwin, et al., ed. *The Encyclopedia of Christianity*. 5 vols. Grand Rapids: Eerdmans, 1998-2008. (link to [vol. 5](#); other vols. available in our library)

Farmer, David Hugh. *The Oxford Dictionary of Saints*. 5th revised edition. Oxford: Oxford University Press, 2011. (link to [5th edition](#), 2004; first edition from 1982 available in our library)

Jackson, Samuel Macauley, ed. *The New Schaff-Herzog Encyclopedia of Religious Knowledge*. 13 vols. Grand Rapids: Baker, 1949-1954.

Kurian, George, ed. *The Encyclopedia of Christian Civilization*. 4 vols. Oxford: Wiley-Blackwell, 2011.

Lewis, Donald M. *The Blackwell Dictionary of Evangelical Biography: 1730-1860*. 2 vols. Oxford: Blackwell, 1995.

Moyer, Elgin Sylvester, and Earle E. Cairns. *Wycliffe Biographical Dictionary of the Church*. Revised Edition. Chicago: Moody, 1982.

Wace, Henry, and William C. Piercy, ed. *A Dictionary of Christian Biography and Literature to the End of the Sixth Century A.D., with and Account of the Principle Sects and Heresies*. Peabody: Hendrickson, 1994. (originally published 1911, [full text online](#))

Walsh, Michael, ed. *Dictionary of Christian Biography*. London: Continuum, 2005.

Webber, Robert E. ed., *The Complete Library of Christian Worship. Volume Two: Twenty Centuries of Christian Worship*. Peabody, MA: Hendrickson Pub., 1993.

**Other Resources**

- Bass, Diana Butler. *A People's History of Christianity: The Other Side of the Story*. New York: HarperOne, 2009.
- Bradshaw, Paul F. *Early Christian Worship: A Basic Introduction to Ideas and Practices: Second Edition*. Collegeville, MN: Liturgical Press, 2011.
- Cairns, Earle E. *Christianity Through the Centuries: A History of the Christian Church*. Grand Rapids: Zondervan, 1996.
- Drury, Keith. *The Wonder of Worship: Why We Worship The Way We Do*. Marion, IN: Wesleyan Publishing House, 2002.
- Ferguson, Everett. *Church History: Volume One: From Christ to Pre-Reformation: The Rise and Growth of the Church in Its Cultural, Intellectual, and Political Context*. Grand Rapids: Zondervan, 2005.
- Foxe, John. *Foxe's Book of Martyrs*. 1563. [Full-text available online at: <http://www.ccel.org/f/foxe/martyrs/home.html>]
- Gonzalez, Justo L. *Story of Christianity: Volume 1: The Early Church to the Dawn of the Reformation*. Rev. ed. New York: HarperOne, 2010.
- \_\_\_\_\_. *Story of Christianity: Volume 2: The Reformation to the Present Day*. Rev. ed. New York: HarperOne, 2010.
- Hill, Jonathan. *Zondervan Handbook to the History of Christianity*. Grand Rapids: Zondervan, 2007.
- Hurtado, Larry W. *At The Origins of Christian Worship: The Context and Character of Earliest Christian Devotion*. Grand Rapids, MI: W. B. Eerdmans Pub. Co., 2000.
- Jenkins, Philip. *The Lost History of Christianity: The Thousand-Year Golden Age of the Church in the Middle East, Africa, and Asia—and How It Died*. New York: HarperOne, 2008.
- Latourette, Kenneth. *A History of Christianity: Beginnings to 1500 (Vol.1)*. Rev. ed. San Francisco: Harper and Row, 1975.
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- Noll, Mark A. *The Old Religion in a New World: The History of North American Christianity*. Grand Rapids: Eerdmans, 2002.
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- Shelly, Bruce L. *Church History in Plain Language*. 3<sup>rd</sup> ed. Nashville: Thomas Nelson Publishers, 1995.

- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced Their World*. Grand Rapids, MI: Baker, 1994.
- Stookey, Laurence Hull. *Calendar: Christ's Time for the Church*. Nashville: Abingdon Press, 1996.
- Tucker, Ruth A. *From Jerusalem to Irian Jaya: A Biographical History of Christian Missions*. 2nd ed. Grand Rapids: Zondervan, 2004.
- \_\_\_\_\_. *Parade of Faith: A Biographical History of the Christian Church*. Grand Rapids: Zondervan, 2011.