



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

## **G110 CB/DE: History of the Christian Era**

3 credits. Prerequisites: none

*This course transfers to the University of Saskatchewan.*

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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: Demonstrated by a maturing orthodox Christian worldview, a healthy self-understanding, and engagement of people and cultures with wisdom and discernment.

#### **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.

In addition, my hope is that you will be inspired by those who have gone before us and took their commitment to Christ seriously. I expect you will also come to appreciate the breadth and diversity of the church, thereby gaining a sense of "place" within the many church traditions.

## Course Work

### Textbook and DVD

*Luther*. MGM Home Entertainment, 2004. DVD.

(Available at Horizon's library, call number "DVD BR 325 .L85 2004," and by request through the [Saskatchewan Public Library](#) System.)

Mullin, Robert Bruce. *A Short World History of Christianity*. Revised edition. Louisville, KY: Westminster John Knox, 2016. (ISBN 978-0664259631)

\*\*While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

### Course Assignments and Activities

**Portfolio Components. *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. *Lecture Attendance and Interaction*

***In order to pass this course, you are required to "attend" and engage with all of the lectures*** in the "lesson" discussions on Populi ([see an example here](#)). There will be times when the class read a handout, read something from the textbook, or watched an online video. In order to say that you have "attended" the lectures, you are required to complete this work as well. By the due dates, you will submit a one-sentence statement to the professor indicating that you have "attended" all of the following lectures online.

-Lessons 1-7 by Feb 5      -Lessons 8-10 by Feb 19      -Lessons 11-14 by Mar 5

For an *average lesson* aim to post ***at least three thoughts*** of about 100 words each (although lessons vary in length). For your posts:

- a) Whenever I ask a question to the class in the lecture, you should pause the lecture and think about how you would answer it and post your thoughts on the lesson's discussion (similarly, if you were in class you would also stop and think about how you would answer my questions). There may be times where you think the same thing as what another student has said. Try to add something, however, even if you just say, "I agree with such and such a point, *because....*"
- b) In addition, act as though you were actually in class and then post whatever you would have said if you raised your hand in class or were asked to share in class and were to have contributed that way. You might note things that you find inspiring or that you are learning throughout the lectures that will help you minister more effectively.
- c) Interact with the posts of other students by responding to some of the other students' posts.

#### *Accessing Online Lesson Discussions*

-Within a lesson, click on the discussion on the right side of the page ([see an example here](#)).

-If you are submitting *a new post*, scroll to the bottom of the discussion and enter your post in the dialogue box. Click on “Leave a comment” to post your thoughts.

-If you are submitting *a response to someone else*, please click on “reply” at the bottom of their post. This will open a new box that will allow your reply to appear underneath their post.

- Related learning outcomes: #1-3.

**Due dates:** Feb 5, 19; Mar 5

## 2. 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 review the textbook reading and to help you prepare for lectures, 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 about 30 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*. If you do not initially meet the competency requirements for of a test (minimum 70%), to meet the requirements you have 24 hours to submit a short answer (50-100 words) for *every question* that you got wrong on the test. Resubmissions will allow you to meet competency expectations, but not to exceed expectations. 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*. I encourage you to complete your tests well in advance.

-Fake Test (a trial for you)

-Section 4 (ch 11-13) by Feb 19

-Section 1 (*Intro* + ch 1-4) by Feb 5

-Section 5 (ch 14-17) by Mar 5

-Section 2 (ch 5-7) by Feb 5

-Section 6-7 (ch 18-21+ *Epilogue*) by Mar 5

-Section 3 (ch 8-10) by Feb 19

- Related learning outcome: #1.

**Due dates:** Feb 5, 19; Mar 5

## 3. Historical Reflection

For your historical reflection paper you will first visit either:

1) an *Orthodox Church* (to prepare, read [here](#)) for a Sunday worship service (divine liturgy) or for evening vespers (usually Saturday),

OR

2) a *Roman Catholic Church* (to prepare, read [here](#)) for Mass on either a Saturday or a Sunday.

Base your assignment on a visit that you make during this course (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.
- Write a 500-650 word (about 2 pages) *historical reflection* paper.
- Note when and where you attended a service.
- Follow the “**General Assignment Guidelines**” (below).
- No bibliography is necessary, but include footnotes.

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 at least 4 times. 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 (verbally, but also in other ways). Do not

simply report what you experience. Rather, you should draw on history to explain why things were the way they were and (perhaps) why they differed or were the same as what you are used to experiencing in a church service.

- Related learning outcome: #3. **Assignment Length:** 500-600 words. **Due date:** Mar 18

#### 4. 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**  $\frac{1}{4}$  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; however, before you begin your research I encourage you to have the topic approved by me (the professor) in order to ensure that your topic meets the intention and requirements of this assignment. If you are having difficulties thinking of a topic, you may choose one from the list of suggestions provided above or from a list [on Populi](#) in the lesson called "Short History Paper Topics."

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. I expect the equivalent of a paper.
- your presentation should be 10-15 minutes.
- submit to the professor point-form notes from your research.
- submit to the professor a bibliography.
- 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](#).
- provide for students an outline of key points from your presentation.
- 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).

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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.

- 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:** Apr 1

### 5. 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. **Due date:** Apr 16

### Time Investment

	<i>Time (approx.)</i>	<i>Due Date</i>
1. Lecture Attendance and Interaction	27 hours	Feb 5, 19; Mar 5
2. Textbook Tests	32 hours	Feb 5, 19; Mar 5
3. Historical Reflection	8 hours	Mar 18
4. Short History Assignment	12 hours	Apr 1
5. Final Exam	12 hours	By Apr 16
TOTAL	91 hours	

### Assessment Rubrics

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

### Course Timeline

*Please complete your assignments in the following order. The Lessons on Populi will indicate when to read your textbook, when to watch the DVD, and when to complete the textbook tests.*

*Any required revisions will take place throughout the course since there is no “revision week” for DE courses.*

- Week 1-2      Lessons 1-7 (**Feb 5**), including Textbook Tests (Section 1-2) (by **Feb 5**)
- Week 3-4      Lessons 8-10 (**Feb 19**), including Textbook Tests (Section 3-4) (by **Feb 19**)
- Week 5-6      Lessons 11-14 (**Mar 5**), including Textbook Tests (Sections 5-7) (by **Mar 5**)
- Week 7-9      Historical Reflection (**Mar 18**)
- Week 10-11    Short History Assignment (**Apr 1**)
- Week 12-13    Final Exam (**by Apr 16**)
- End          Submit any remaining revisions as necessary  
(revisions will take place throughout the course)

- First submissions of assignment not be accepted after April 16, 2021.
- No resubmissions of assignments will be accepted after April 22, 2021.

## **Academic Policies**

### **General Assignment Guidelines**

Please see the Horizon [Format Guide](#) for assignment submission and formatting guidelines. In addition, please note: I will accept submissions on [Populi](#) in either **MSWord format** (doc or docx is fine), **Rich Text format** (rtf), or as **PDF files**.

### **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 Adjunct Faculty Advisor 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.

### 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:

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); Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto:lbellamy@horizon.edu).

### **Campus Health Policy**

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

### **Live-Streaming Etiquette**

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

### **Bibliography**

#### *Web pages*

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

History of Christianity Virtual Reading Room:

<http://www.tyndale.ca/seminary/mtsmodular/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.



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

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- Cairns, Earle E. *Christianity Through the Centuries: A History of the Christian Church*. Grand Rapids: Zondervan, 1996.
- 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.
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