



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

TS5101 Survey of Church History

3 credit hours. Prerequisites: none.

May 3-7, 2021

Module

Monday – Friday, 9AM-noon, 1-4PM

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Course Content and Goals

Course Description

A survey of the history of Christianity from the early Church through to the present. The course covers the main developments of spirituality, evangelism, worship, organization, and interaction with society.

Relationship to Horizon's Mission

Horizon's mission is "*Advancing God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry.*" 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:

- *Contextual Awareness* is demonstrated by a maturing orthodox Christian worldview, a healthy self-understanding, and engagement of people and cultures with wisdom and discernment.

Course Competencies 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 Quiz, Class Participation
- 2) Explain how knowledge of Church history is important for ministry and Christian life.
 - *Assessment:* Textbook Quiz, Research Paper, Orthodox Liturgy Reflection
- 3) Analyze a contemporary Orthodox Liturgy experience in light of Church history.
 - *Assessment:* Orthodox Liturgy Reflection
- 4) Research a specific topic in Church history.
 - *Assessment:* Research Paper

Course Work

Required Reading

Mullin, Robert Bruce. *A Short World History of Christianity*. Revised edition. Louisville, KY: Westminster John Knox, 2014. (ISBN-13: 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		Due Date	Related Learning Outcomes
Textbook Quiz	20%	May 2	1, 2
Class participation	10%		1
Orthodox Liturgy Reflection	30%	June 3	2, 3
History Paper	40%	July 3	2, 4

1. *Textbook Quiz* – 20%

Before the course you will take the textbook quiz [on Populi](#). The quiz is open book, but you should be well prepared to write the quiz before you begin. Please use the study guide provided on Populi as you read. You will have up to three hours to complete the quiz. You must score a minimum of 70% on the quiz (remedial work may be allowed if a student scores lower than 70%). The quiz must be completed by 11:59PM on May 2, 2021. After 11:59PM the quiz will no longer be accessible, so you must *finish your quiz before 11:59PM*. Students are encouraged to complete quiz in advance of the due date.

- Related learning outcome(s): #1, 2.
- **Due date:** May 2, 2021, 11:59PM.

2. *Classroom Participation and Presence* – 10%

This will be assessed by the professor based on attendance, interaction, appropriate technology use, etc.

- Related learning outcome(s): #1.

3. *Orthodox Liturgy Reflection* – 30%

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](#).

Base your assignment on a visit that you make during this course after May 8 (not based on a previous experience). To complete the assignment:

- When you attend, note these issues of respect: Do not “take notes” like a tourist (especially on your phone), but participate as much as you are able. You may wish to take pictures, with permission only, *after* (not during) the service and include a few with your reflection paper.
- Write a 4-5 page (max 2500 words) *Orthodox Liturgy Reflection* paper.

- On the title page, include date/time and where you attended a service.
- 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), Holy Resurrection Orthodox Church (www.hrochurch.ca) and Holy Covenant Evangelical Orthodox Church (www.holycovenanteoc.com). If you do not live in Saskatoon, please choose the Saturday Vespers or Sunday Worship of an Orthodox church in your community. Please talk to the professor if you have questions about this.

In your *Orthodox Liturgy Reflection* paper you will relate your experience to what you have in this class by citing both the course material and the textbook. *Please do not complete your visit until after May 8.* 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 knowledge of history to explain why things were the way they were and (perhaps) how they differed or were the same as your typical experience in a church service.

Please reference Mullin and course material for this paper. Include a minimum of four citations to Mullin and four to class material, documented with appropriately formatted footnotes and a bibliography.

- Related learning outcome(s): #2, 3.
- **Assignment Length:** 4-5 page (max 2500 words). **Due date:** June 3, 2021.

4. Research Paper – 40%

Write a *paper* on a key person, an important movement, or an important event in Church history. 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 one to two pages** of your paper 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.

Before you begin your research, please communicate your paper topic choice for approval by the professor. Do this by June 3 on Populi in the section for this assignment.

As you write your paper:

- Assignment length 10-12 pages (minimum 2500 to maximum 3000 words), not including your **footnotes or title page** (include these with your paper).
- Use a minimum of 5 sources scholarly sources (a book is often not *academic* if it does not have footnotes or endnotes)

- Web pages can qualify as a “scholarly” source. Read [web pages](#) for more. If you are not sure, please ask the professor.
- Students are expected to read 500-700 pages for this assignment. Please document your reading in the paper of your bibliography by indicating specific pages read in each source plus the total for that source.
- Follow the [Horizon Format Guide](#) for submitting assignments.
- Please include a title page formatted as indicated in the [Horizon Format Guide](#).

- Related learning outcome(s): #2, 4.
- **Assignment Length:** 10-12 pages (minimum 2500 to maximum 3000 words).
- **Approval of topic:** June 3, 2021.
- **Due date for final project:** July 3, 2021

Course Outline / Class Schedule

- Monday:** Intro to the course, importance of studying history, epistemology, syllabus clarification, the beginning of the church (Acts), early persecution and conflict
- Tuesday:** Formulation of doctrine, Constantine, the new empire – Christendom, Councils and Creeds
- Wednesday:** Monasticism and Rome, early middle ages (500-1000 CD), East/West schism, crusades
- Thursday:** Late middle ages (100-1500), Reformation, Enlightenment, fragmentation
- Friday:** Modernity, the era of certainty, more fragmentation, 20th century movements, post-Christendom, the Canada and the church today

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link <https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Please submit assignments in either **MSWord format** or **Rich Text format** so I can make comments in the text. Please include a title page as stipulated in the Horizon [Format Guide](#).

Identify electronic files like this: your name – name of assignment: Example: **Pat Brown – Orthodox Liturgy Reflection**

- **The instructor will return assignments within two weeks of the due date.**

Due dates and extensions for assignments (this is a personal message from the professor)

Simply put, I don't deal with extensions. I hope this explanation below will bring clarity to my approach.

I intend to treat you as if I had hired you and you are one of my staff. I believe this is helpful as “real world” application of seminary work. I have honestly never had a staff member ask for an “extension” in the past 30 years of church and non-profit leadership work. In the real world, extensions don't really exist. There are good reasons for things getting done late and that has happened almost daily in my work. This is when a staff member tells me that they will not be able to get something done by the expected or requested date or time. They typically tell me the reasons and in most cases, we can work around it. I assume they are the experts in their lives and know when a priority needs to be something other than the specific project. The problem comes when there is too much work done late and then we need to have a conversation about time management.

I am taking that approach with this class. In other words, **you** will be the one to decide when an assignment cannot be handed in by the deadline. I will assume there will be good reasons but you need to tell me what the reasons are. Whether an assignment is late is up to you. If I feel that the reasons were not good, I might get involved at that point to try to help you as a student do better time management. So, to be clear, I do expect communication when something will come late. I also expect you to give me an alternate due date that will work for you. But I will not specifically grant extensions for course work (so please don't ask).

Again, if assignments are late more than a couple of times, I will probably want to have a conversation about time management. This is how I treat people I have hired.

Please let me know if you have any questions about this. (Dale)

Late Assignments and Extensions (also, see above)

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA
A+	97-100%	4
A	93-96%	4
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0

B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-79%	1.3
D	63-66%	1.0
D-	60-62%	0.7
F	<60%	0

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 College [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; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to optimize their learning experience. 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.

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.

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/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.

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

Davies, J.G., ed., *The New Westminster Dictionary of Liturgy and Worship*. Philadelphia, PA: The Westminster Press, 1986.

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)

Ferguson, Everett, ed., with Scholer, David M. and Finney, Paul Corby., *Studies in Early Christianity, Vol XV. Worship in Early Christianity*. New York, NY: Garland Pub., 1993.

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](#))

Wainwright, Geoffrey, and Karen Westerfield Tucker, eds., *The Oxford History of Christian Worship*. New York: Oxford University Press, 2005.

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.

Davies, Horton. *Christian Worship: Its History and Meaning*. Nashville, TN: Abingdon, 1957.

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>]

Giakalis, Ambrosios, *Images of the Divine: The Theology of Icons at the Seventh Ecumenical Council*. New York, NY: E. J. Brill, 1994.

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.

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Hickman, Hoyt L., Don E. Saliers, James F. White, and Laurence Hull Stookey. *The New Handbook of the Christian Year*. Nashville, TN: Abingdon Press, 1992.

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- Kilde, Jeanne Halgren. *When Church Became Theatre: The Transformation of Evangelical Architecture and Worship in 19th century America*. New York: Oxford University Press US, 2002.
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