G110 History of the Christian Era

3 credits. Prerequisites: none
This course transfers to the University of Saskatchewan.

👤 On Campus 🔊 Live-Stream 📹 Video on Demand

January 17 – April 21, 2022
Winter Semester (*note breaks on Horizon calendar*)
Monday and Wednesday, 10:50AM-12:20PM

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Course 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 is 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 Quiz, 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.
5) Articulate historic theological differences between the three main branches of Christianity that led to splits in the past and explain where we are today.
    - *Assessment*: Historical Reflection, Final Exam.

Course Work

Textbook

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

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 Quiz.
Carefully read the entire textbook. You will need to demonstrate your familiarity with the material covered in the textbook before you will be assessed in the final exam. This will involve a textbook quiz on Populi. The quiz is 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 quiz is open book, but you should be well prepared to write the quiz before you begin. Please use the study guide provide on Populi to prepare. The quiz allows up to three hours for completion.

In order to ensure you are ready for the final exam, you must meet competency on this quiz before you take the final exam (achieving a score of 70-84%). If you do not meet competency, spend one week reviewing the material again. The Adjunct Faculty Advisor will re-open the quiz for you to take again one week after you took the original test. This re-take will be available to you for 48 hours. To meet comptetency, you must get 85% or higher on the retake. Third retakes are only possible in very unusual circumstances.

You will be able to write the quiz whenever you are ready up to 11:59PM on the due date. After this, the quiz will no longer be accessible, so you must *finish your quiz before 11:59PM* on that day. Students are encouraged to complete the quiz in advance. There is a practice "fake" test for you if you want to get familiar with the Populi quiz system.
- Related learning outcome: #1.
- **Due date:** February 14, 2022.

2. 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 ¾** 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 ¼** of your paper/presentation you should offer **personal reflections** regarding the contemporary significance of this person, event, or movement. A thesis statement is required for this assignment, as well as footnotes, introduction, and conclusion. In addition to defending your thesis, 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. Please include at least one consideration that is contrary to your thesis.

Please base your assignment on of the movements, persons, or events in the history of Christianity found in the list on Populi in the lessons section of this course. Choose your topic and submit your thesis statement for approval to the professor by February 1, 2022. Please do this on Populi in the assignment section for "thesis approval." Check here for more: https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html

If you choose to create a video **presentation**:
- Keep a record of the amount of time you spent on your project and include this on the title page of your point form notes (below). This should be the equivalent of work to prepare a paper.
- Your presentation should be a minimum of 8 and maximum of 12 minutes.
- Submit your "notes" for your video, including the following:
  - At the top of page one, put your thesis statement that was approved by the professor earlier.

- o Include at least one consideration that is contrary to your thesis statement (this will be discussed more in class).
- o Submit point-form notes with each of your "points" having a footnote.
- o Please include a title page, normal footnotes and a bibliography.
- Use at least **5** scholarly[1] 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.
- For the content of your presentation, see *further instructions above and below*.

If you choose to write a **paper:**
- Include a title page, normal footnotes, and a bibliography.
- At the top of page one, put your thesis statement that was approved by the professor – thesis due February 1.
- Include at least one consideration that is contrary to your thesis statement (this will be discussed more in class).
- Use at least **5** scholarly[1] 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 as part of your paper).
- Include the **word count** for the body of your paper on the title page.
- 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, reasons 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. As we address your topic in class, the professor will ask for your input regarding your study and research.
- Related learning outcomes: 2, 4.

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[1] "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.

- **Assignment Length:** 1200-1400 words (Video: 8-12 minutes).
- **Thesis Due:** February 1, 2022. **Full Assignment Due:** February 28, 2022.

3. Historical Reflection (portfolio component)
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 March 1 (not based on a previous experience). To complete the assignment:

- When you attend, be respectful. Be careful aboout "taking notes" like a tourist (especially on your phone). Participate in the liturgy as much as possible. 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 a bulletin if one is available.
- Write a 500-600 word (about 2 pages) *historical reflection* paper.
- Include the date (must be after March 1), time and location of the service you attended *on the title pag*e.
- Make sure you interact with course material and the textbook.
- Follow the "**General Assignment Guidelines**" (below).
- Footnotes and a bibliography are required when you refer to any source (book, website, email conversation, course material, etc.).

Here are three Orthodox Churches in Saskatoon to choose from: Saint Vincent of Lerins Orthodox Church (www.orthodoxsaskatoon.com), Holy Resurection Orthodox Church (www.hrochurch.ca) and Holy Covenant Evangelical Orthodox Church (www.holycovenanteoc.com). If you are not in Saskatoon, please check with the instructor for good options.

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. Include a minimum of 5 citations with properly formatted footnotes. *Please do not complete your visit until after March 1, 2022*. 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, 5.
- **Assignment Length:** 500-600 words.
- **Due date:** March 31, 2022.

4. Final Exam
The final exam will 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 detailed study guide. No books, notes, or other sources may be used for this exam; you will be asked to confirm that you did not use any sources on the final question on the exam.

- Related learning outcomes: 1, 2, 5.

- **Assignment Length**: 6 hours allowed.
- **Date:** April 14 or 15, 2022.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *the same* assignment due dates as in-class students.
- Each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week's classes.
- By Monday at 11:59pm each week, VOD students will submit to the class discussion board (300 written words or 2-3 minutes audio or video) that 1) affirms you have watched the required recording for the last seven days, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked are pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

	Time (approx.)	*Due Date*
Class Engagement	28 hours	n/a
1. Textbook Reading Quiz	30 hours	Feb 14
3. Short History Assignment	12 hours	Feb 28
2. Historical Reflection	8 hours	Mar 31
4. Final Exam	12 hours	Apr 14 or 15
TOTAL	**90 hours**	

Assessment Rubrics

Asssssment Rubrics will be available on Populi by the first day of class under the Lesson "G110 Assessment Rubrics." Please read the rubric <u>before</u> completing and submitting each assignment.

Class Plan

Section	Class Content (tentative)
1	Intro to the course - why is history important?
2	Intro to the course and syllabus clarification
3	The beginning of the Church - Acts - after Jesus
4	Early persecution and conflict
5	Formulation of doctrine
6	Constantine
7	The New empire - Christendom
8	Councils and Creeds
9	Monasticism and Rome
10	Early middle ages - 500-1000

11	The East/West Schism!
12	The Crusades
13	Late middle ages - 1000-1500
14	Reformation
15	Enlightenment
16	Fragmentation
17	Modernity - the era of certainty - more fragmentation
18	20th century movements
19	Post-Christendom - the Western church today
20	Complete the course, course evaluations

*There is no class on Wednesday, January 26 (GLS), Monday, February 21 (Family Day), Monday, February 28 (Reading Week), Wednesday, March 2 (Reading Week), Monday, March 7 (Module Week), and Wednesday, March 9 (Module Week).

*It is Horizon policy that First submissions of assignments will not be accepted after April 15, 2022.

Revision Week (Apr 18-21)
Monday, Apr 18   Resubmission of Historical Reflection (as necessary – may be requested earlier)
Tuesday, Apr 19   Resubmission of Short History Paper (as necessary – may be requested earlier)
Wednesday, Apr 20 Resubmissions for Final Exam (as necessary)
Thursday, Apr 21   Second resubmissions (as necessary)

* No resubmission of assignments will be accepted after April 21, 2022.

Academic Policies

General Assignment Guidelines
Please see the Horizon Format Guide for assignment submission, grammar, and formatting guidelines. In addition, please note: all assignments will be submitted on Populi in **MSWord format** (doc or docx is preferred, PDF submissions will have more limited interaction from the professor).

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.

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 and ministry competency. For this class, no extensions will be granted. Late work may 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. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

Professor's Note: Students have until the last day of revision week to submit revisions, and students can only submit up to a maximum of two revisions for each assignment or quiz. 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 **exceeded competency requirements for more than 40%** of the 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 **met competency requirements for all** learning outcomes and may have exceeded in 40% or less.	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 **beginning to meet competency requirements for any one or more** 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 **not yet meeting competency requirements for one or more** 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; 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 facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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.

Campus Health Policy
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, extending the gift of engagement. 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. Don't have a winder behind you and please don't wear a hat. 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.

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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)

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.

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

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Other Resources

Bass, Diana Butler. *A People's History of Christianity: The Other Side of the Story.* New York: HarperOne, 2009.

Bebbington, David W. *Baptists through the Centuries: A History of a Global People.* Second edition. Waco: Baylor University Press, 2018.

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.

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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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