



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.

👤 On Campus 'A' Live-Stream 📺 Video on Demand

January 15 – April 18, 2024

Winter Semester 2024 (*note breaks on Horizon calendar*)

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

Dale B. H. Dirksen, DWS

dale@daledirksen.com

www.daledirksen.com

Course 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, Final Exam
- 2) Explain how knowledge of Church history is important for ministry and Christian life.
 - *Assessment:* Research Paper, Orthodox Liturgy Reflection, Final Exam
- 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 many of 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.**

1. Textbook Quiz – 20%

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 February 16, 2024. 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.
- **Due date:** February 16, 2024, 11:59PM.

2. Research Paper – 35%

Write a *paper* on a key person, an important movement, or an important event in Church history. A list of possible topics is available on Populi. Please confirm with the professor if you choose a topic that is not on that list. Please include a title page and put your thesis statement at the top of the page following the title page. 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.

Please submit a thesis statement for this paper by February 2. Submit this on Populi under the assignment "Research Paper Thesis Statement."

As you write your paper:

- Assignment length: 10-12 pages (minimum 2500 to maximum 3000 words), not including your bibliography, footnotes or title page.
- Please include a title page formatted as indicated in the [Horizon Format Guide](#).
- Use a minimum of 5 sources scholarly sources (a book is often not *academic* if it does not have footnotes or endnotes) plus the course textbook and available course material.
- Web pages can qualify as a "scholarly" source. Read [web pages](#) for more.
- 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.
- Related learning outcome(s): #2, 4.
- **Assignment Length:** 10-12 pages (minimum 2500 to maximum 3000 words).
- **Due date for Thesis:** February 2, 2024
- **Due date for final project:** February 29, 2024

3. Orthodox Liturgy Reflection – 25%

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). This needs to be in person and not on-line. 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, 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 March 1.* 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 five 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:** April 1, 2024.

4. Final Exam – 20%.

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 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.
- **Assignment length:** 6 hours allowed.
- **Date:** April 12, 2024.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from 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 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)

	<i>Time (approx.)</i>	<i>Due Date</i>	Assignment Weighting
Class Engagement	30 hours	n/a	
1. Textbook Reading Quiz	25 hours	Feb 16	20%
2. History Paper	35 hours	Feb 29 (Thesis due Feb 2)	35%
3. Historical Reflection	20 hours	Apr 1	25%
4. Final Exam	10 hours	Apr 11 or 12	20%
TOTAL	120 hours		

Course Outline / Class Schedule

<u>Section</u>	<u>Class Content (tentative)</u>
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 <u>East/West</u> 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 January TBD (GLS), Monday, February 19 (Family Day), Monday, February 26 (Reading Week), Wednesday, February 28 (Reading Week), Monday, March 4 (Module Week), and Wednesday, March 8 (Module Week).

- Assignments will not be accepted after *April 18, 2024*.

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](#) explains how to submit assignments on Populi.

Late Assignments and Extensions

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.

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)

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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](#).

Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at library@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 with their camera on. 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.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full 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. 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/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.

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.

Hahn, Ferdinand. *The Worship Of The Early Church*. Philadelphia, PA: Fortress Press, 1973.

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- Hill, Jonathan. *Zondervan Handbook to the History of Christianity*. Grand Rapids: Zondervan, 2007.
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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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