

G110 History of the Christian Era

3 credits. Prerequisites: none

This course transfers to the University of Saskatchewan for Horizon students.

👤 Mississauga Campus 📶 Saskatoon Campus with Remote Prof

'A' Livestream 📺 Video on Demand

November 9 – December 18, 2026

Term B / Fall 2026

Monday and Wednesday

10AM – 1PM (EST) / 9AM – 12PM (SK)

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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 MCS's Missions

MCS's mission is: Creating a learning community that provides programs and services that equip Pentecostal leaders for ministry. 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 Competency Assessment.
- 2) Explain how knowledge of Church history is important for ministry and Christian life.
 - *Assessment*: Short History Assignment; Final Competency Assessment
- 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 Competency Assessment

Course Work

Textbook for the Quiz and Final Competency Assessment

McGrath, Alister E. *Christian History: An Introduction*. 1st edition. Malden, MA; Oxford: Wiley, 2013.

[DTL](#)

Textbooks for the Short History Assignment and Historical Reflection

Ferguson, Everett. *Church History. Volume One: From Christ to the Pre-Reformation: The Rise and Growth of the Church in Its Cultural, Intellectual, and Political Context*. Grand Rapids: Zondervan Academic, 2013.

[DTL](#)

Woodbridge, John D., and Frank A. James III. *Church History. Volume Two: From the Pre-Reformation to the Present Day: The Rise and Growth of the Church in Its Cultural, Intellectual, and Political Context*. Grand Rapids, MI: Zondervan, 2013.

[DTL](#)

Olson, Roger E. *The Story of Christian Theology: Twenty Centuries of Tradition & Reform*. Downers Grove, IL: InterVarsity, 1999.

[DTL](#)

****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.**

Course Assignments and Activities

1. Textbook Quiz. (20%)

You are required to carefully read the entire textbook: **Alister E. McGrath, *Christian History: An Introduction*.**

You must demonstrate familiarity with the material in this textbook before you are assessed in the Final Competency Assessment. This will be evaluated through a textbook quiz on Populi.

The quiz is designed to help you:

- Reinforce your knowledge of church history
- Expand your global understanding of church history
- Prepare for other course assignments
- Prepare for the final competency assessment

Quiz Details

- The quiz will be completed on Populi
- You will have up to **three hours** to complete it

Competency Requirement

To be eligible and prepared for the Final Competency Assessment, students must demonstrate initial competency on the textbook quiz by achieving a score of at least 70% on their first attempt. Students who do not meet this requirement will be assigned a number of questions by the professor. For each assigned question, students must write a 40–60-word explanation that clearly demonstrates an understanding of the relevant historical event, person, or movement. Responses should be accurate, concise, and reflect a basic knowledge of church history.

- Related learning outcome: #1.
- **Assignment length:** reading + 3 hours for quiz.
- **Due date:** Wednesday, November 25, 2026

2. Short History Assignment (30%)

You have two options for this assignment: you may either write a paper or create a video presentation on a key person, important movement, or significant event in Church history. You must choose your topic from the list provided in Populi under the course lessons.

General Requirements (applies to both options)

Regardless of format, your work must include:

- A clear thesis statement (must be approved in advance and submitted on Populi under “thesis approval” by Friday, November 13, 2026).
 - Check here for more:
https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html

- An introduction and conclusion.
- Footnotes throughout (for all paraphrasing, summaries, and quotations).
- A bibliography.
- At least one scholarly source that presents a view contrary to your thesis.

For the first three-quarters of your work, you should:

- Explain who the person was, what the movement was, or what happened in the event.
 - 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.
- Describe its historical significance in the development of Christianity.

For the final quarter, you should:

- Provide your personal reflection on the topic's contemporary significance.
- Explain how studying this person/movement/event helps you understand or engage with today's church context.
- You may reflect on current church issues, implications for ministry or Christian life, or practical lessons for the church today.

Sources (minimum 5 [scholarly sources](#))

You must use at least five scholarly sources. Your sources must include:

- Relevant chapters from Alister E. McGrath, *Christian History: An Introduction*
- Relevant chapters from Roger E. Olson, *The Story of Christian Theology: Twenty Centuries of Tradition & Reform*
- Relevant chapters from either:
 - Everett Ferguson, *Church History, Volume One*, OR
 - John D. Woodbridge & Frank A. James III, *Church History, Volume Two*
- At least one encyclopedia or dictionary article
- At least one academic journal article or one relevant primary source produced by, about, or during the person, movement, or historical event being researched.

If you choose to write a paper:

Your paper must:

- Be approximately 1200 words (minimum 1000, maximum 1400 words), excluding footnotes and bibliography
- Include a title page
- Include your approved thesis statement at the top of page one
- Include footnotes and a bibliography
- Include a word count on the title page
- Follow the Horizon & MCS Format Guide

If you choose to create a video presentation:

Your submission must include:

- A video presentation lasting 8–12 minutes
- A record of the time spent preparing the project (included on the title page of your notes)
- Point-form notes that include:
 - Your approved thesis statement at the top of page one
 - At least one opposing or contrary consideration to your thesis
 - Footnotes for each major point
 - A title page, bibliography, and properly formatted citations
- Students should upload their videos to a video-hosting platform (e.g., OneDrive, Dropbox, YouTube, etc.) and submit the link on Populi.
- Related learning outcomes: #2, 4.
- **Assignment length:** 1200-1400 words (Video: 8-12 minutes).
- **Thesis Due:** Friday, November 13, 2026.
- **Full Assignment Due:** Monday, November 30, 2026.

3. Historical Reflection (30%)

For your historical reflection paper, you will first visit an *Oriental (Armenian, Syriac, Coptic) Eastern Orthodox (Bulgarian, Georgian, Greek, Polish, Russian, Serbian, Ukrainian), Eastern rite (Greek) Catholic, or Roman-Catholic Church* for Sunday Worship service (Divine Liturgy/ Mass) or for evening vespers (usually Saturday). 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. Be careful about “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 Nov. 25, 2026), time and location of the service you attended *on the title page*.
 - Make sure you interact with course material and the textbook by including 5 or more citations from the class material and the textbooks.
- Footnotes and a bibliography are required when you refer to any source (book, website, email conversation, course material, etc.).

- Be sure to follow the Horizon & MCS Format Guide

In your *historical reflection* paper, 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:** Wednesday, December 9, 2026.

4. Final Competency Assessment (20%)

The final competency assessment 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 Competency Assessment” lesson on Populi to download a detailed study guide. No books, notes, or other sources may be used for this competency assessment; you will be asked to confirm that you did not use any sources on the final question on the competency assessment.

- Related learning outcomes: #1, 2, 5.
- **Assignment length:** 6 hours allowed.
- **Date:** December 10 or 11, 2026.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is 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.
- By Saturday at 11:59PM each week, VOD students are required to watch and engage with all lecture content and in-class activities from the previous week's class. VOD students will submit a 2–3-minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording
- VOD submission dates:
 - **Week 1:** Lectures from November 9 and 11 – due by November 14
 - **Week 2:** Lectures from November 16 and 18 – due by November 21
 - **Week 3:** Lectures from November 23 and 25 – due by November 28
 - **Week 4:** Lectures from November 30 and December 2 – due by December 5
 - **Week 5:** Lectures from December 7 and 9 – due by December 12
- Students registered to attend by VOD will fulfill the course attendance requirements through their video report submissions. They must submit their VOD reports on time to be registered as present for class.

Estimate of Time Investment (individual time investments may vary)

	<i>Time (approx.)</i>	<i>Due Date</i>	Assignment Weighting
Class Engagement	28 hours	n/a	
1. Textbook Reading Quiz	30 hours	Nov. 25	20%
2. Short History Assignment	12 hours	Nov. 30 (Thesis Nov. 13)	30%
3. Historical Reflection	8 hours	Dec. 9	30%
4. Final Competency Assessment	12 hours	Dec. 10 or 11	20%
TOTAL	90 hours		

All assignments are due at 8pm **ET**, unless otherwise indicated.

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Class Plan

1. **Introduction**
 - a. Introduction to the course: Why is history important?
 - b. Overview of the course and syllabus clarification
2. **The World Before Christ**
 - a. The Hellenistic Oikoumene
 - b. The Pax Romana
 - c. The Hebrews and Judaism
3. **The Beginning of the Church – Apostles and the Apostolic Fathers**
 - a. The Acts of the Apostles: The Early Church after Jesus
 - b. The Early Establishment of the Church
 - c. The Hebrews and Judaism
4. **The Church Under Pressure**
 - a. Early Persecution and Conflict
 - b. The Apologists and Heresies
 - c. The Formulation of Doctrine
5. **The Imperial Church**
 - a. Further development of the Doctrine
 - b. Constantine and the New Empire: Christendom
 - c. Councils and Creeds
6. **The Medieval Church**
 - a. The Early Medieval Church
 - b. The Divided Church
 - c. The Late Middle Ages
7. **The Protestant Reformation**
 - a. Preconditions for the Protestant Reformation
 - b. The Protestant Reformation and the Peace of Westphalia
 - c. Colonization and Missionary Work

8. The Enlightenment

- a. Preconditions for the Enlightenment
- b. The Enlightenment Project
- c. The Enlightenment and Christian Theology

9. The Brave New World

- a. Fragmentation
- b. Modernity: The Era of Certainty and Further Fragmentation
- c. The Great Awakenings

10. Christianity After the Holodomor and the Holocaust

- a. The Rise of Ideologies and the Two World Wars
- b. The Sexual Revolution and the Fall of the Iron Curtain (Late 20th Century)
- c. Christianity in the Early 21st Century

- Revision week is December 14-18. Students are encouraged to submit revised assignments soon after they receive their marked assignments.
- No assignments will be accepted after the course end date: December 18.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under Submissions (not Comments). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the Request Extension Form on the [MCS](#) or [Horizon](#) website and before the due date. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%; after 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is

incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Competency Assignment Revisions

After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision 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 demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, rather than solely earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

Horizon and MCS Competency Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72
BTM	Beginning to meet expectations	Student demonstrated satisfactory progress in achieving the learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
		Student demonstrated minimal progress in achieving the learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	F	0.0	0-49

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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

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. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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 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 and MCS encourage 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 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 (potentially including future online video courses) 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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

Bibliography

Web Pages

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