



STEINBACH BIBLE COLLEGE

HU 221 Christian History

Three Credit Hours

COURSE SYLLABUS

Semester: _____

Format: Online

Professor Information

Phone

Email

TEXTBOOKS

Shelley, Bruce. *Church History in Plain Language*. 5th Edition. Nashville: Thomas Nelson, 2021.

Noll, Mark A. *Turning Points: Decisive Moments in the History of Christianity*. 3rd Edition. Grand Rapids: Baker Academic, 2012.

COURSE DESCRIPTION

This course will explore the historical development of the Christian church from the time of Jesus and the apostles to the present. Students will develop a framework for understanding and assessing Christianity's development and interaction with the world.

LEARNING OUTCOMES

1. Know the main people, places, and events that shape the Christian faith. L02,10
2. Understand the ways Christians have embodied the faith in changing contexts. L06
3. Develop an awareness of and appreciation for the unity and diversity of traditions within the Christian faith. L06
4. Develop a sense of identity with and a belonging to God's global community of believers in Jesus Christ. L07
5. Develop a commitment to historic Christian orthodoxy by seeing its continuing relevance for the church's mission. L02
6. Demonstrate skills for sympathetically and critically engaging with various theologies and practices in the Christian faith community. L06
7. Demonstrate collaborative skills in communicating the story the Christian faith in history. L09

ASSIGNMENTS AND EVALUATION

1. Questions and Discussion Posts (20%)

Each week, students will read and view assigned selections from the textbooks along with supporting course materials and media. Reading responses and/or Discussion posts can be expected each lesson.

Reading Questions: Go to the Populi Test section for each lesson and answer questions based on the readings. Quality answers will demonstrate engagement with the assigned readings.

Discussion Posts: Students will make one 200 word discussion post by Wednesdays at 10:00 pm and two 50 word response posts (to each other or new questions where applicable) by Friday 11:59 pm of the same week. Posts and responses will demonstrate evidence of interaction with and integration of course materials using quotes and citations ex. (Shelley 2013, 382). Grade based on engaging lead post and continuing a discussion. (Lead Post 6 pts, replies 6 pts)

2. Turning Points Mini-Essays (15%)

Read *Turning Points: Decisive Moments in the History of Christianity* by Mark A. Noll. Using this book as your reference, answer the following three questions in three separate mini-essays that are **each** approximately 500-600 words (2 pages, typed, double-spaced) in length. (**Total length: 1500-1800 words – 6 pages**) Due by Friday 11:59 pm of week 4.

- a) Compare and contrast the Council of Nicaea with the Council of Chalcedon. In your opinion, which of these two councils had the more significant impact on church history? Give reasons for your answer.
- b) In chapter 5 (Benedict's rule), Noll states that all Christians, even Protestants, should recognize that the rise of monasticism was, next to Christ's commission to his disciples, the most important institutional event in the history of Christianity. Summarize the evidence that Noll presents for this claim. Do you agree with Noll? Why or why not?
- c) In chapter 8 (The Coronation of Charlemagne), Noll states that the papal coronation of 800 "represented a strategic alliance between the papacy's gradually expanding influence and a political power that, like the pope, was also expanding in influence." What does Noll by this statement and what evidence does he present for it? Do you think that the coronation of Charlemagne deserves to be considered a turning point in Christian history? Why or why not?

3. Theological Heresy Analysis (20%)

Choose one of the following major theological heresies from church history: Marcionism, Arianism, Pelagianism, or Nestorianism. Write a 1250-1500 word (5 pages typed, double-spaced) 5-page paper describing the history of this heresy, key individuals involved, and

outlining how the heresy was ultimately addressed by the church. Make sure you cite your sources in accordance with the SBC style guide. Your bibliography must include at least four (4) distinct sources other than the course textbook. Due by Friday 11:59 pm of week 8.

4. Research Paper (20%)

Choose a major person, movement, or issue in Christian history. Write a formal research paper that outlines the history of your chosen topic, describes its impact on Christian history, and shows how it remains relevance to the church today. Your paper must be 1750 – 2100 words (7 pages typed, double-spaced) in length. Make sure you cite your sources in accordance with the SBC style guide. Your bibliography must include at least six (6) distinct sources other than the course textbook.

5. Final Exam (25%)

The exam contains 3 essays reflecting on different aspects of Christian history. **Length: Up to 1800 words total. Time: 2 hours Supervision: Proctored.**

COURSE SCHEDULE

Week	Topic	Assignment	Time
1	Introduction: The Big Picture (Chapters 1 &2)	Discussion #1 Reading Questions	5 hrs
2	Catholic Christianity (Chapters 3 – 9)	Reading Questions	6 hrs
3	Christian Roman Empire (Chapters 10 – 13)	Discussion #2 Reading Questions	10 hrs
4	Monasticism/Eastern Orthodoxy (Chapters 14 – 17)	Turning Points Mini-Essays Reading Questions	12 hrs
5	Christian Middle Ages (Chapters 18 – 20)	Discussion #3 Reading Questions	10 hrs

6	Christendom's Critics/Early Reformers (Chapters 21 – 24)	Topic and questions selected for research essay Reading Questions	8 hrs
7	Protestant Reformation (Chapters 25 – 27)	Reading Questions	6 hrs
8	Catholic/English Reformations (Chapters 28 – 32)	Theological Heresy Analysis Reading Questions	8 hrs
9	Reason/Revival (Chapters 33 – 36)	Reading Questions	8 hrs
10	Progress (Chapters 37 – 42)	Discussion #4 Reading Questions	10 hrs
11	Ideologies (Chapters 43- 46)	Reading Questions	8 hrs
12	Global Expansion and Relocation (Chapters 47 – 48)	Reading Questions	8 hrs
13	Final Exam	Research Essay Proctored Exam	5 hrs

ACADEMIC POLICIES

1. Assignments

Assignments will be submitted to the instructor on the due date by 11:59 pm unless otherwise noted. Assignments submitted late will receive a 10% deduction per week to a maximum of two weeks. Assignments submitted more than two weeks after the due date will not be accepted. All assignments must be in by the last day of exams at 11:59 pm.

2. Format

All assignments are formatted in **Times New Roman** 12 point and follow the **Turabian Style Guide** < <https://sbccanada.sharepoint.com/sites/students/SitePages/Style-Guide-and-Word-Template.aspx> > unless otherwise noted. The college requires the use of inclusive language

when referring to people in general. This practice includes both written and oral communication.

3. Populi

The course will require the use of the Populi Learner Management System. If you are enrolled in the course you already have access. Populi will provide a place for you to check your grades. You may also be requested to submit assignments electronically. **Please make sure that all electronic submissions are in Microsoft Word format.** Check Populi for further assignment information, discussion forums, reports, tests, etc. To access the class, login at <https://sbcollege.populiweb.com/index.php> and follow the links to your course.

4. Academic Integrity

Academic honesty requires proper documentation of sources. Academic dishonesty involves inadequate documentation, substantial plagiarism without documentation, complete plagiarism or copying, direct quotations and borrowed ideas without citations, cheating on exams, writing a paper for another student, and submitting the same paper for two courses. Consequences for academic dishonesty range from verbal warnings to expulsion from college. See your instructor for details.

5. Attendance

Student activity can be tracked in Populi. Students are expected to engage in an activity at least once per week. Students will be contacted if there is no activity for one week. If no activity for 2 weeks students will report reasons to the instructor. If no activity for 3 weeks, students will be requested to submit a plan for course completion. If no activity with good reasons for 4 weeks, the student will be encouraged to withdraw from the course.

6. Technology

Student learning is enhanced when all class participants are engaged in the learning process. Technology that supports the learning environment is encouraged. But technological diversions like text messaging, non-class related web browsing, gaming etc., distracts participants and others. Distracting use of technology may result in notification by professor and potential suspension of the student's technology use in class.

7. Course Changes

Students may change courses for full refund and without grade penalty until [date]. If a student drops the course by [date] a grade of W is issued and 60% of the tuition is refunded. A student may withdraw from the course by [date] with a grade of W and no refund. After that date, a course withdrawal results in a failure. Last date to request exam change is [date]. Last day to request course extensions is [date].

BIBLIOGRAPHY

On Reserve

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Hastings, Adrian. *A World History of Christianity*. Grand Rapids: Eerdmans, 1999.

Spickard, Paul R., et al. *A Global History of Christians*. Grand Rapids: Baker, 1994.

Periodicals

See EBSCO, *Christian History, Church History, Fides et Historia, Mennonite Quarterly Review*.

Reference

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Ancient

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Canadian

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Global

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APPENDIX A: COURSE LOAD STANDARDS

Syllabus Guidelines Summary						
<i>Objectives</i>	<i>Classes</i>	<i>Reading</i>	<i>Reading Level</i>	<i>Writing</i>	<i>Writing Level</i>	<i>Tests</i>
First Year 100 level						
Basic Knowledge, Understanding, Analysis, and Application	Faculty taught survey class with lecture-discussion. Group discussions with limited group student presentations	600 pages	Bible, Secondary Academic, and some Primary sources	2500 words. One paper of 5-6 pages. (300 wpp)	Reflective Journals, Practical or Creative Projects. Essays, Short Research Papers.	Objective, and short answer, short essay. Quizzes and Exam. Knowledge and comprehension questions
Second Year 200 level						
Intermediate Analysis Critical thinking Application	Faculty taught and facilitated with some group presentations.	750 pages	Bible, Secondary Academic, and Primary Sources	3000 words. One paper of 6-8 pages TNR 12	Critical Book Reviews. Analytical Essays Research Papers.	Midterm & Exam. Critical thinking and application questions
Third/Fourth Year 300-400 college level						
Analysis Synthesis Evaluation Creative application	Faculty taught or facilitated classes with some individual presentations	800-900 pages	Bible, Balancing Primary and Secondary Academic.	3500-4500 words. One paper of 8-12 pages TNR 12	Forum Posts, Book Critique, Philosophy Essays, Research Papers, Presentations	Exam with short answer and essay. Integrating and evaluating questions.
Fourth Year 400 (also Dual Track)						
Analysis Synthesis Evaluation Creative application	Faculty facilitated seminar style classes with one or more substantial individual presentation	900 for 4 th year - 1500 pages graduate	Bible, Majority Primary, with Secondary Academic	4500 words 4 th year 6000-8000 words graduate 12-15 pages TNR 12	Forum Posts, Book Critique, Philosophy Essays, Research Paper, Presentation	Research Paper or Final Exam. Mainly short and long essay. Integrating and evaluating questions

APPENDIX B: GRADE SCALE

Letter	Points for 1-credit course	Points for 3-credit course	Percentage
A+	4.0	12.0	97-100%
A	4.0	12.0	93-96%
A-	4.0	12.0	90-92%
B+	3.5	10.5	85-89%
B	3.0	9.0	80-84%
B-	3.0	9.0	75-79%
C+	2.5	7.5	70-74%
C	2.0	6.0	65-69%
C-	2.0	6.0	60-64%
D+	1.5	4.5	57-59%
D	1.0	3.0	54-56%
D-	1.0	3.0	50-53%
F	0.0	0.0	49-0%

APPENDIX C: SBC LEARNING OUTCOMES 2019

1. Biblical Understanding: Knows the foundational story and major themes of the Bible; provides thoughtful interpretation, analysis, and application of the Scriptures to life in cultural context.
2. Theological Convictions: Articulates orthodox Christian theological convictions on core beliefs with appreciation for Anabaptist and evangelical theology.
3. Christian Life and Character: Pursues a vital relationship with God, submits to Jesus Christ as Lord, and displays a life of integrity and godliness in moral choices, personal relationships, and healthy living.
4. Critical Thinking: Reach informed conclusions using information literacy, analytical thinking and quantitative reasoning.
5. Effective Communication: Possesses skills to effectively communicate ideas through written, spoken, digital, and creative forms.
6. Integrative Thinking: Develops a Christian worldview and research skills to integrate multiple perspectives in solving complex problems.
7. Intercultural Awareness: Understands and appreciates global cultures, engaging respectfully with people in diverse contexts.
8. Ministry Mindset: Commit to God's mission for the church by discipling persons to follow Jesus through word and actions, in local and global contexts.

9. Interpersonal Competence: Grows in understanding others to become a respectful, compassionate, and responsible team member in social, family, and church groups.
10. Servant Leadership: Demonstrates servant leadership through personal example, initiative, problem solving, and organizational skills for effectively building the body of Christ.
11. Ministry Area Proficiency: Displays college level expertise in the major, minor or focus area of studies.