

G110 History of the Christian Era

3 credits. Prerequisites: none

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

👤 Mississauga Campus 'A' Livestream 📺 Video on Demand

November 10 – December 19, 2025

Term B / Fall 2025

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 Horizon and MCS's Mission

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

Required Readings

Mullin, Robert Bruce. *A Short World History of Christianity*. Revised edition. Louisville, KY: Westminster John Knox, 2014. (ISBN-13: 978-0664259631)

DTL: <https://thedtl.on.worldcat.org/oclc/903955856>

**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%)

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 competency assessment. 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 final competency assessment. 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 competency assessment, you must meet competency on this quiz before you take the final competency assessment (achieving a score of at least 70%). If you do not meet competency on your first try, you will write 40-60 words on a number of questions (assigned by the professor) that you answered wrongly on the quiz. Your short explanation should show that you understand the historical event, person, or movement with clarity and basic detail.

- Related learning outcome: #1.
- **Assignment length:** reading + 3 hours for quiz.
- **Due date:** Wednesday, November 26, 2025, 11:59PM ET

2. Short History Assignment (30%)

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** $\frac{3}{4}$ 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 last** $\frac{1}{4}$ 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 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 *please submit a thesis statement for this paper by Friday, November 14, 2025*. 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.
 - Include at least one consideration that is contrary to your thesis statement (this will be discussed more in class).
 - Submit point-form notes with each of your "points" having a footnote.
 - Please include a title page, normal footnotes and a bibliography.

- Use at least **5 scholarly¹ 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 November 14.
- Include at least one consideration that is contrary to your thesis statement (this will be discussed more in class).
- Use at least **5 scholarly¹ 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.

- Be sure to:
 - Follow the Horizon & MCS Format Guide
 - Include the references as described above.
 - Include a bibliography.

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.

- Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
- Choose topic from list and submit a thesis statement on time.
- If submitting a video presentation, follows the instructions under “If you choose to create a video presentation.”
- If submitting a paper, follows the instructions under “If you choose to write a paper.”
- Related learning outcomes: #2, 4.
- **Assignment length:** 1200-1400 words (Video: 8-12 minutes).
- **Thesis Due:** Friday, November 14, 2025.
- **Full Assignment Due:** Monday, December 1, 2025.

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/ Catholic 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. 26, 2025), time and location of the service you attended *on the title page*.
- 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.).

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 to class material or the textbook with properly formatted footnotes. *Please do not complete your visit until after Nov. 26, 2025.* 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.

- Be sure to:
 - Follow the Horizon & MCS Format Guide
 - Include 5 or more citations to class material and the textbook.
 - Visit a worship service of one of the indicated above churches after the date indicated and note the date, time, and location on the Title Page.

- Include a bibliography.
- Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
- Related learning outcome: #3, 5.
- **Assignment length:** 500-600 words.
- **Due date:** Wednesday, December 10, 2025.

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.

- To complete this assignment, students will follow these guidelines:
 - Achieves a score of **70%** or higher on parts 1 and 2 of the competency assessment
 - Achieves 4-5 points on part 3 (Q1) of the competency assessment
 - Achieves 4-5 points on part 3 (Q2) of the competency assessment
 - Achieves 6-7 points on part 3 (Q3) of the competency assessment
- Related learning outcomes: #1, 2, 5.
- **Assignment length:** 6 hours allowed.
- **Date:** December 11 or 12, 2025.

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.
- Each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week’s classes.
- By Saturday at 11:59pm each week [excluding module courses], 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 10 and 12 – due by November 15
 - **Week 2:** Lectures from November 17 and 19 – due by November 22
 - **Week 3:** Lectures from November 24 and 26 – due by November 29
 - **Week 4:** Lectures from December 1 and 3 – due by December 6
 - **Week 5:** Lectures from December 8 and 10 – due by December 13

- 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.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

Course Work Summary/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. 26	20%
2. Short History Assignment	12 hours	Dec. 1 (Thesis Nov. 14)	30%
3. Historical Reflection	8 hours	Dec. 10	30%
4. Final Competency Assessment	12 hours	Dec. 11 or 12	20%
TOTAL	90 hours		

All assignments are due at 11:59pm 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**
 - Introduction to the course: Why is history important?
 - Overview of the course and syllabus clarification
 - The world before Christ
- 2. The Beginning of the Church - Acts and After Jesus**
 - The Acts of the Apostles: The Early Church after Jesus
 - The Early Establishment of the Church
 - The Apostolic Fathers
- 3. The Church Under Pressure**
 - Early Persecution and Conflict
 - The Apologists and Heresies
 - The Formulation of Doctrine
- 4. The Imperial Church**
 - Further development of the Doctrine
 - Constantine and the New Empire: Christendom
 - Councils and Creeds
- 5. The Medieval Church**
 - The Early Medieval Church
 - The Divided Church
 - The Late Middle Ages
- 6. The Protestant Reformation**
 - Preconditions for the Protestant Reformation
 - The Protestant Reformation and the Peace of Westphalia

- c. Colonization and Missionary Work
- 7. **The Enlightenment**
 - a. Preconditions for the Enlightenment
 - b. The Enlightenment Project
 - c. The Enlightenment and Christian Theology
- 8. **The Brave New World**
 - a. Fragmentation
 - b. Modernity: The Era of Certainty and Further Fragmentation
 - c. The Great Awakenings
- 9. **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 15-19. Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after December 19, 2025

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. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may

not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

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.

Assignment 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.

Horizon and MCS’s College Assessment of Student Work

The goal of courses is to help students develop their competency, not 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 rubric. Once a student’s assignment has met all competency requirements, the professor will assign a grade for that assignment. Assignments that do not meet competency will receive a 0. A final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon and MCS CBE 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 all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at Horizon and MCS. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66

	expectations		C-	1.7	60-62
NY M	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			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.

Class Attendance (On Campus or Livestreaming)

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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) 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 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.

Bibliography

Web pages

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<http://www.tyndale.ca/seminary/mtsm modular/reading-rooms/history>

The Catholic Encyclopedia. 15 vols. New York: Robert Appleton Company, 1907-1912.

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Encyclopedias/Dictionaries

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Other Resources

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