



Class Information

Day and Time: Online
Room Number: Online

Contact Information

Instructor Name: Dr. Scott Shiffer
Instructor Email: sshiffer@criswell.edu
Instructor Phone: 214-818-1316
Instructor Office Hours: 8:30 AM to 3:30 PM Monday-Friday

Course Description and Prerequisites

An advanced examination of the history of the Christian church from the first century to the present, with an emphasis on the roots of American Christianity.

Course Objectives

At the end of this course, the student should have the ability to . . .

1. Articulate a working knowledge of the significant phases, events, persons, and *development of Christian thought* in the history of the Church.
2. Enrich his or her own devotion to the Faith through the models of devotion manifest in the history of the Church.
3. Recognize how all ministry (doctrine and practice) is influenced by contemporary and antecedent forces and develop a sense of discernment in regards to the forces impacting his or her ministry.
4. Encourage others as to their place in the history of God's work.
5. Engage in sympathetic but critical dialogue with diverse Christian communities, traditions, and denominations striving for unity of the Spirit in the bond of peace.

Pursue further formal and informal education in biblical, theological, and ministerial fields by displaying a basic familiarity with scholarship in the field of Church history.

Required Textbooks

- Shelley, Bruce. *Church History in Plain Language*. 4th. ed. Thomas Nelson, 2013. ISBN: 140-16-7631-6
- Noll, Mark. *The New Shape of World Christianity*. IVP Academic, 2009. ISBN: 978-0830828470

Course Requirements and Assignments

Requirements for Credit:

Written Reflections	20%.
Research Paper	15%.
Bible Study	5%.
Movie Analysis	10%.
Exams (2@100)	20%
Reading	15%
Class Discussion (5@20)	15%
Total	100%

Course Requirements in Detail:

Written Reflections: (4)

Students will write four written reflections during the semester. Each reflection will consist of questions about the textbook, written lecture, and supplemental online readings. Each reflection will contain several questions that can be answered in 3-4 sentences per question. Reflections will be accepted late, with a 5 point penalty for each day they are past due.

Historical Movie Analysis:

Students will write one (1) movie analysis this semester. In the review the student will discuss the basic plot and themes, discuss the theological/spiritual issues that are raised, evaluate the theological/spiritual conclusions of the film, critique the film as a work of art, and critique the film for historical accuracy based on what we have learned in class. The review will be approximately three (3) pages, double spaced. Suggested films: Luther, The Messenger: The Story of Joan of Arc, Francis of Assisi, John Wycliffe: The Morning Star, John Hus, Constantine and the Cross, Henry VIII, A Man for All Seasons, Cromwell, Bonhoeffer, Shadowlands, anything from Gateway Films: Vision Video, a documentary on a specific era or person from church history, or any other film approved by the professor.

Research Paper:

Each student will write one Research Paper on a specific person or event in the history of the church. The paper will be 10-12 pages in length and written in Times New Roman font (12 Pt.), and it will be double-spaced. Page margins will be one-inch all the way around. The paper will need to include a Title Page and a Bibliography in addition to the page limit. The topic must be approved by the professor prior to the student beginning the research.

Your thoughts should be supported by evidence in the paper. The paper should be typed with 1 inch margins on each side of the page.

Research Paper Grading Rubric:

Points	W (1) = Weak	D (3) = Developing	A (4) = Acceptable	E (5) = Exemplary
Ideas/Thesis (Does the Paper have a clear thesis statement?, Does the paper do what it claims to do?)	No main topic to theme, no clear purpose, ideas are incoherent	Limited theme, confused purpose, ideas are illogical and do not progress	Clear theme, consistent purpose, ideas are clear and progress	Engaging and confident theme, clear and enriching purpose Reasoned progression of sophisticated ideas
Parts of a Paper (Does the paper have a clear introduction and conclusion? Are footnotes cited properly? Is there an appropriate cover page? Is the Bibliography correct?)	Few elements of formatting are correct, some are missing	Elements are present, but not clear, errors in formatting	Elements are present with few errors in formatting	Elements are present, clear, and free of errors
Organization (Is the paper well organized? Does it stay on Task? Are the writer's thoughts clear and easy to follow?)	Opening not present, no transitional phases, no paragraph breaks, no closing	Opening does not identify main idea, attempted inappropriate transitions, paragraphs unrelated or illogical, closing does not address the main ideas	Opening identifies main ideas, transitions sometimes missing, paragraphs related with correct breaks, closing addresses main ideas	Opening draws reader into concern for main idea, ideas flow together, fascinating transitions, paragraphs purposeful and focused, fascinating closing synthesizing main ideas
Evaluation/ Evidence/ Claims (Are the claims made by the writer supported with good academic resources? Does the writer present enough evidence to prove his or her claims?)	No appropriate information presented, no attempt to evaluate information	Information presented with inaccuracies, attempts judgment based on opinion	Accurate and appropriate information, compare and contrast strengths and weaknesses	Detailed accurate and compelling, several perspectives with synthesis

Argumentation/ Analysis (Does the writer deal effectively with the counterarguments? Does the writer analyze the evidence of the counterarguments as well as the arguments that support the thesis?)	No attempt to argue position	Limited and weak attempt to argue position	Focused and clear argument	Engaging and compelling arguments
Application (How does the research apply to the topic at hand? How does the topic apply to the church or the life of the believer?)	No attempt to apply information	Limited ineffectual attempt at application	Common and expected application	Unexpected, insightful application
Grammar (Are there few grammatical mistakes? Are there any spelling mistakes?)	Frequent mechanical and grammatical errors	Occasional mechanical and grammatical errors	Few mechanical and grammatical errors	Very few mechanical and grammatical errors
Voice (How are you conveying your point?, Is the writing academic or conversational?)	Consistently inappropriate for genre, many variations in writer's attitude	Occasionally inappropriate for genre, a few variations in writer's attitude	Voice is consistently appropriate for genre, very rare variations in writer's attitude	Perfectly and creatively tailored, perfectly tailored attitude
Vocabulary (Word Choice)	Careless, inappropriate, inaccurate, trite, vague, flat	Unvaried, unsure, common, redundant	Varied and appropriate, clear meaning	Purposeful, precise, effective and engaging, interesting and brilliance in meaning
Fluency/Sentence Structure (Are the sentences complete as opposed to fragmented?)	Frequent run-ons and fragments, no variety, many	Some run-ons and fragments, little variety, some lack of	Simple compound sentences, no run-ons or	Varied and complex sentences, fluent transitions, no

Is the format of the paper consistent? Is there a title page, a table of contents, and a bibliography? Is the paper typed in Times New Roman, Size 12 font, with 1 inch margins on the sides and 1 inch margins on the top and bottom? Are the pages numbered?)	misplaced and dangling modifiers	agreement, some misplaced and dangling modifiers	fragments, few misplaced and dangling modifiers	misplaced and dangling modifiers
Total Points:				

Bible Study:

Each student will create a Bible Study from the research paper that could be presented to teach a Bible Study Lesson, discipleship group, or other small-group study at church. The purpose of this paper is to link the practice of good biblical scholarship with the praxis of Christian ministry. Christian academic pursuit should also be done for the good of the community. Present your academic findings in such a way that they can be accurately shared in a non-academic setting. The length of this study should be between 3 and 5 pages in length.

Midterm Exam:

For the exam, questions will be asked from the readings in the text as well as from content in the online lectures. Students will have one week to complete the exam, no late exams will be accepted.

Final Exam:

For the exam, questions will be asked from the readings in the text as well as from content in the online lectures. Students will have one week to complete the exam, no late exams will be accepted.

Reading:

Students will be asked on the Final Exam to share what percentage of the required reading was completed from the textbooks and the online sessions. They will select the answer most closely associated with the amount of reading completed.

Class Participation/Class Discussion: (5)

In order to receive full credit for class participation every week, each student must respond to the professor's Class Discussion question for that week by Wednesday at 11:55 P.M. of that week. Next, the student must respond to at least two other students' posts by Friday at 11:55 P.M. of that same week. Finally, the student must answer any questions that are asked of him/her by other students by

Sunday at 11:55 P.M. in your time zone at the end of that week. Please be courteous to other classmates by not waiting until the last minute each week to post on the Discussion Board.

Additional Discussion Board Guidelines (Maria Puzziferro):

- An acceptable post to the Discussion Board would contain accurate, original, and relevant comments. The comments should stimulate additional thought about the issue being discussed. A simple "I agree" or "I disagree" will not be counted as an adequate comment.
- Your postings should reflect a) facts, b) logical reasoning, c) be related to the topic, d) be written well (no spelling errors, etc.), and e) be on time. Try to avoid sharing your personal opinions if you cannot back them up with facts and/or statistics.
- You may certainly express your views and beliefs in the context of the discussion topic, but DO NOT use your views to attack others. Simply use your best judgment and treat others with respect. This will be important to bear in mind as we discuss very sensitive and controversial issues.
- Read the assigned chapters before you post your response to the question so that you can tie in the main ideas and facts in the readings to your postings.
- You will be evaluated on the quality and thoughtfulness of how you present your point of view. A quality message is well thought out, clearly presented, and well-formulated.
- When posting, be sure to present your thoughts and point of view in an unbiased way. You can and should cite evidence for your assertions where appropriate. Use your textbook, and other selected web resources as educational aids.
- Your postings should be clear, yet concise. Please do not feel as though you have to write a lot. Think quality over quantity.
- Please try to keep messages to one paragraph (150-200 words), if possible.
- Once you have posted, check back frequently to see if anybody has responded to you.

Course/Classroom Policies and Information

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	

B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be

responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Distance Education

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the professor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Distance education students can access information about Criswell College's Wallace Library at http://www.criswell.edu/current_students/library/. The Wallace Library manual is available at http://www.criswell.edu/current_students/library/library_handbook/.

Course Outline/Calendar

The following course schedule is proposed but subject to change.

Session	Content	Assignments	Due Date
Session 1: The Time of Jesus and the Catholic Church (30-300 AD) 1/21	Read: Shelley pp. 3-90	Discussion 1	1/26
Session 2: The Christian Roman Empire (300-600 AD) 1/27	Read: Shelley pp. 91-162	Written Assignment 1 Discussion 2	2/2
Session 3: The Middle Ages (600-1500 AD) 2/3	Read Shelley pp. 163-236	Written Assignment 2 Discussion 3	2/9
Session 4: The Reformation (1500-1600 AD) 2/10	Read Shelley pp. 237-310	Exam 1 Movie Analysis Due	2/16
Session 5: Revival and Progress (1600-1900 AD) 2/17	Read Shelley pp. 311-418	Discussion 4 Written Assignment 3	2/23
Session 6: The Modern Age (1900-2012 AD) 2/24	Read Shelley pp. 419-506	Written Assignment 4 Research Paper Due	3/1

Session 7: The New Shape of Christianity Part 1 3/2	Read Noll pp. 9-126	Bible Study Due Discussion 5	3/8
Session 8: The New Shape of Christianity Part 2 3/9	Read Noll pp. 127-200	Exam 2	3/13

Selected Bibliography

SELECT BIBLIOGRAPHY FOR WORKS ON CHURCH HISTORY

(* means the work is available in the Wallace library.)

*Akin, D. *Bernard of Clairvaux: Evangelical of the 12th Century (A Critical Analysis of His Soteriology)*, UT-Arlington Ph.D. dissertation, 1989.

Behr, J. *The Nicene Faith*. Crestwood, NY: St. Vladimir's Seminary Press, 2004.

* Bettenson, H., ed. *The Early Christian Fathers: A Selection from the Writings of the Fathers from St. Clement of Rome to St. Athanasius*. Oxford: Oxford University Press, 1970.

* _____. *The Later Christian Fathers: A Selection from the Writings of the Fathers from St. Cyril of Jerusalem to St. Leo the Great*. London, Oxford University Press, 1974.

* Bettenson, H. and C. Maunder, eds. *Documents of the Christian Church*. Oxford: Oxford University Press, 1999.

* Bingham, D. Jeffrey. *Pocket History of the Church*. Downers Grove: Intervarsity, 2002.

* Bruce, F. F. *New Testament History*. New York: Doubleday, 1969.

Chadwick, O. *A History of Christianity*. New York: St. Martins, 1997.

* Cross, F.L. and E.A. Livingstone, eds. *Oxford Dictionary of the Christian Church*. 3d ed. Oxford: Oxford University Press, 2005.

Curtis, A. K., et. al. *The 100 Most Important Events in Christian History*. Grand Rapids: Baker, 1999.

* Douglas, J. D., ed. *The New International Dictionary of the Christian Church*. Rev. ed. Grand Rapids: Eerdmans, 1978.

Dowley, T. *Introduction to the History of Christianity*. Minneapolis: Fortress, 2006.

Ferguson, E. *Church History: Volume 1- From Christ to Pre-Reformation*. Grand Rapids: Zondervan, 2005. (*Volume 2 is forthcoming.*)

Gay, P. *The Enlightenment: An Interpretation*. 2 vols. New York: Knopf, 1966-69.

* Gonzalez, J. L. *Church History: An Essential Guide*. Nashville: Abingdon, 1996.

* _____. *The Story of Christianity*. 2 vols. San Francisco: HarperCollins, 1984-85.

Grant, G. and G. W. *The Christian Almanac*. 2d ed. Nashville: Cumberland House, 2004.

* Hannah, J. D. *Charts of Ancient and Medieval Church History*. Grand Rapids: Zondervan, 2001.

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_____. *Charts of Modern and Postmodern Church History*. Grand Rapids: Zondervan, 2004.

* _____. *The Kregel Pictorial Guide to Church History*. Grand Rapids: Kregel, 2000.

* _____. *Our Legacy: The History of Christian Doctrine*. Colorado Springs, CO: NavPress, 2001.

Hardy, E. R., ed. *Christology of the Later Fathers*. LCC 3. Philadelphia: Westminster, 1954.

* Kelly, J. N. D. *Early Christian Doctrines*. San Francisco: HarperCollins, 1960.

* Latourette, K. S. *A History of Christianity*. 2 vols. San Francisco: HarperCollins, 1953; reprint, Peabody: Prince, 1997.

* Lane, T. *A Concise History of Christian Thought*. Grand Rapids: Baker, 2006.

* Leith, J. H., ed. *Creeds of the Churches: A Reader in Christian Doctrine from the Bible to the Present*. Louisville: John Knox, 1982.

* McManners, J., ed. *The Oxford Illustrated History of Christianity*. New York: Oxford University Press, 1990; reprint, 1999.

Newman, J. H. *An Essay on the Development of Christian Doctrine*. Notre Dame: University of Notre Dame Press, 1989.

- *Noll, M. A. *Turning Points: Decisive Moments in the History of Christianity*. Grand Rapids: Baker, 1997.
- Oden, T. C. *How Africa Shaped the Christian Mind: Rediscovering the African Seedbed of Western Christianity*. Downers Grove: IVP Books, 2007.
- *Pelikan, J. *The Christian Tradition*. 5 vols. Chicago: University of Chicago Press, 1971–89; paperback, 1991.
- * Placher, W. *A History of Christian Theology*. Louisville: Westminster John Knox, 1983.
- Purves, A. *Pastoral Theology in the Classical Tradition*. Louisville, KY: John Knox, 2001.
- Richardson, C., ed. *Early Christian Fathers*. LCC 1. Philadelphia: Westminster, 1953.
- * Rusch, W. C. *The Trinitarian Controversy*. Philadelphia: Fortress, 1980.
- *Schaff, P. *History of the Christian Church*. 8 vols. Reprint. Grand Rapids: Hendrickson, 1985.
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- *Sheldon, H. C. *History of the Christian Church*. 5 vols. Reprint. Grand Rapids: Hendrickson, 1999.
- Vos, H. F. *Exploring Church History*. Nashville: Thomas Nelson, 1994.
- * Walker, W. *A History of the Christian Church*. 4th ed. New York: Scribner, 1985.
- * Walton, R. C. *Charts of Church History*. Grand Rapids: Zondervan, 1986.
- * Woodbridge, J. D., ed. *Great Leaders of the Christian Church*. Chicago: Moody, 1988.