



# On-Campus Course Syllabus

## THS 201 : L2

### Church History

### Fall 2022

#### Class Information

**Day and Time:** Tues/Thurs 8–9:15

**Room Number:** E208

#### Contact Information

**Instructor Name:** Dr. Ty Kieser

**Instructor Email:** tkieser@criswell.edu

**Instructor Phone:** (214) 818-1306

**Instructor Office Hours:** Monday: 12:30 – 1:30 PM; Tuesday & Thursday: 9:30 – 10:45 AM; 2–3 PM

Sign up [here](#)

#### Course Description and Prerequisites

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

#### Course Objectives

At the end of the course, the student should be able to:

- 1) Identify key figures, events, ideas, and movements pertaining to the Christian church
- 2) Narrate developments in theological teaching from the early church to today with accuracy and cohesion
- 3) Charitably analyze and evaluate theological contributions from the Christian tradition

#### Required Textbooks

Bettenson, Henry, Chris Maunder, eds. *Documents of the Christian Church*. 4th ed. New York: Oxford University Press, 2011. ISBN: 978-0199568987.

Shelley, Bruce. *Church History in Plain Language*. 5th ed. Grand Rapids: Zondervan Academic, 2021. ISBN: 978-0310115960.

Noll, Mark A., *The New Shape of World Christianity: How American Experience Reflects Global Faith*. Downers Grove, IL: IVP Academic, 2009. ISBN: 978-0830878819.

#### Course Requirements and Assignments

**Quizzes** (35% — 5 pts/module): Each of the seven modules will culminate with a quiz consisting of multiple-choice, true/false, and short answer questions over material from the Shelley reading and lectures. Each quiz will be approximately fifteen questions in length. You are allowed to use your notes and books during the quiz,

although the quiz must be taken alone and must be completed in one 25-minute period. Quizzes will be posted at the end of each module (e.g., by Thursday at 11:59 PM) and must be taken before the day of the next module (e.g., Monday at 11:59 PM). Each of the seven quizzes is worth 5% of your final grade (35% total).

**Essay Exams** (20% — 10 pts/each): There will be an essay exam that covers each half of the semester. Each exam will be an analysis of three key quotes from that half of the semester. Each essay exam is worth 10% of your final grade (20% total).

**Dates** (5% total; 2.5% each) — Each time you take an exam, you will also memorize 5 dates/events that are significant to each half of the semester (i.e., 10 total events and their corresponding year). I'll supply a sample list, but you can also pick your own—so long as you don't give any figure more than two dates. You can either write them out on exam day (in person), recite them in-person after class, or record a video of yourself saying them from memory and submit it on Canvas.

**Theological Mentorship** (30%): The goal of this project is to learn from a historic theologian and thoughtfully engage his/her work. This project has three distinct components:

- 1) **Reading:** Select your theologian and read at least 50 pages by your theologian and at least 25 pages about your theologian. At the end of the semester, you will sign a form that indicates the percentage of the readings that you read “carefully” (i.e., attentively looking at every word/word-cluster). This component is worth 5% of your total grade and should be turned in on the day of the final.
- 2) **Presenting:** Present on the life, theology, and significance of your theologian in class for 4-6 minutes. This presentation should include attention to relevant features of your theologians: (1) life, (2) important themes in their thought, and (3) potential significance for the church today. While this should be a “presentation” and not simply be a reading of your paper, the format and manner of your presentation are up to your creative discretion (e.g., you could use PowerPoint, the whiteboard, Prezi, handouts, etc). There will also be a brief Q&A about your figure afterwards. The presentation will be delivered (and is, therefore, “due”) on the day that your theologian is discussed in class. This component is worth 10% of your total grade.
- 3) **Writing:** Write a 1,000+ word paper (excluding footnotes) introducing your figure—consider it similar to an encyclopedia entry that your pastor might read. This should include a section on (1) their life, (2) two or three important themes in their thought, (3) at least one point of *positive* significance for the church today, and (4) at least one concern that you have about their theology. This component is worth 15% of your total grade.

\*please note that no merely-human mentor is perfect and, therefore, they all ought to be viewed as mistaken in some/several places. Selecting and presenting on a mentor does not mean that you agree with them on everything or even that you agree with them on most things. However, each of these mentors is significant in the history of the church and, therefore, can teach us today—even if the lessons that we learn are critical of that figure.

**Semester Reflections and participation** (10%): At the beginning of the course you will take a pre-quiz and then take a similar quiz at the end of the semester. After comparing the two quizzes, you will write a 300-500 word reflection on the semester (5 pts). You will also reflect on your own and your team's participation in class, completing a form at the midterm (2.5 pts) and end of the semester (2.5 pts).

## Course/Classroom Policies and Information

**Late work:** Unless a date/time is specified below, your assignments are due at the start of class on the date listed, and your grade will be reduced by 10% for each calendar day late. However, any missed assignment may be submitted end of the semester for up to 50% credit.

**Extension *Gratis*:** My “extension *gratis*” policy is a practice that gives you all a free, automatic one-day (i.e., 24 hour) extension on every assignment. I know that life happens and the 2 hours on Friday afternoon that you were planning on using to finish your paper get stolen by car issues, family celebrations, etc. Therefore, I offer an extra 24 hours on every assignment without penalty. The best way to think of this is NOT that the “due date” has changed, but that it is as though you emailed me on Friday night asking for one extra day and I agreed to it.

Because I offer this free extension, I am disinclined to offer additional extensions—except for very serious life-circumstances. Note two implications of this: (1) Any request for an extension that is made after the due date will be denied outright. So if the paper is due on Saturday and your dog dies on Sunday, I will feel bad for you, but I will not grant you an extension on top of the free extension day. (2) While the 10% penalty for the first day is waved, it still counts toward the late penalty of days 2–5. So if the paper is due on Saturday and you submit it on Tuesday morning, there will be a 30% penalty.

\*This policy CANNOT be applied to presentations in class

**Technology:** Cell phones should *not* be used during class time. Additionally, laptops inherently have several negative consequences on classes that prioritize discussion.<sup>1</sup> However, I recognize that computers also have several advantages and that some of the assigned reading will be originally accessed digitally. Therefore, computers may be allowed under the condition that they are used properly. However, I reserve the right to deduct grades for misuse of any technology or designate particular periods of time as laptop-free.

## 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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

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<sup>1</sup> In addition to the potentially distracting nature of computers for the user and their neighbors, the negative consequences can include adverse effects: (A) Interpersonally: they create a physical barrier between humans in dialogue. (B) Mentally: your brain does not function as sharply when it is subconsciously aware that you could access the answer in two seconds with less effort than you could by simply thinking; plus you more quickly forget the content retrieved this effort-less way (see *Make it Stick*; *The Shallows: What the Internet is Doing to Our Brains*; “Is Google Making Us Stupid?”). (C) Teleologically: computers inherently prioritize efficiency; whereas a discussion is a gradual process oriented toward intellectual formation (and, therefore, is often superficially inefficient).

For this course, missing more than 3 classes will result in a full letter reduction of the final grade, missing more than 6 classes will result in a two-letter-grade deduction, and missing more than 8 classes will result in a failure of the course. You are permitted one tardy and then tardiness constitutes a ½ absence each time it occurs.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment**

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **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 instructor, 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 Supports**

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](mailto: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](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## **Course Outline/Calendar**

### **Module 1) Ante-Nicene Church Fathers (pre-325)**

Aug. 16 — Introduction to Class

Read: Shelley, *CHIPL*, 1–34 (prol. – ch 2)

Aug. 18 — Fall of Jerusalem and Apologists

Read: Shelley, *CHIPL*, 35–68 (chs 3–5)

Aug. 23 — Scripture (and Tradition)

Read: Shelley, *CHIPL*, 69–79 (ch 6)

Aug. 25 — Church and Catechesis

Read: Shelley, *CHIPL*, 80–115 (ch 7–9)

Assignment: Quiz #1 (due Aug. 29<sup>th</sup> at 11:59 PM)

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**Module 2) Post-Nicene**

Aug. 30 — Nicaea and the Cappadocians

Read: Shelley, *CHIPL*, 117–37 (chs 10–11)

Sep. 1 — Chalcedon & Later Councils

Read: Shelley, *CHIPL*, 138–47 (ch 12)

Sep. 6 — Augustine

Read: Shelley, *CHIPL*, 159–67 (ch 14)

Sep. 8 — Monasticism and Mission

Read: Shelley, *CHIPL*, 148–58, 168–177, 190–201 (chs 13, 15, 17)

Assignment: Quiz #2 (due Sep. 12<sup>th</sup> at 11:59 PM)

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**Module 3) The Medieval Church**

Sep. 13 — Crusades and Expansion

Read: Shelley, *CHIPL*, 203–35 (chs 18–20)

Sep. 15 — Great Schism (and Orthodoxy)

Read: Shelley, *CHIPL*, 178–189 (ch 16)

Sep. 20 — Scholasticism

Read: Shelley, *CHIPL*, 236–59 (chs 21–22)

Sep. 22 — Proto-Reform

Read: Shelley, *CHIPL*, 260–81 (chs 23–24)

Assignment: Quiz #3 (due Sep. 27<sup>th</sup> at 11:59 PM)

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### **Module 4) Reformation(s)**

#### Sep. 27 — Luther and the German Reformation

Read: Shelley, *CHIPL*, 283–92 (ch 25)

#### Sep. 29 — Radical Reformation

Read: Shelley, *CHIPL*, 293–302 (ch 26)

Assignment: Essay Exam #1 (due Oct. 8<sup>th</sup> at 11:59 PM)

Assignment: Team Assessment #2 (due Oct 8<sup>th</sup> at 11:59 PM)

#### Oct. 4 — Calvin and Swiss Reformation

Read: Shelley, *CHIPL*, 303–11 (ch 27)

#### Oct. 6 — English and Catholic Reformations

Read: Shelley, *CHIPL*, 312–29 (ch 28–29)

Assignment: Quiz #4 (due Oct. 17<sup>th</sup> at 11:59 PM)

#### Oct. 10–14 — Student Development Week

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### **Module 5) Post-Reformation**

#### Oct. 18 — Europe and Beyond

Read: Shelley, *CHIPL*, 330–63 (chs 30–32)

#### Oct. 20 — Cult of Reason

Read: Shelley, *CHIPL*, 365–74 (ch 33)

#### Oct. 25 — Pietists and Methodists

Read: Shelley, *CHIPL*, 375–98 (ch 34–35)

#### Oct. 27 — The Great Awakening

Read: Shelley, *CHIPL*, 399–411 (ch 36)

Assignment: Quiz #5 (due Oct. 31<sup>th</sup> at 11:59 PM)

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### **Module 6) Modernity**



Nov. 1 — Christianity Amidst Progress

Read: Shelley, *CHIPL*, 413–35 (chs 37–38)

Nov. 3 — Protestant Liberalism & the Social Gospel

Read: Shelley, *CHIPL*, 461–87 (chs 41–42)

Nov. 8 — Modernity and Theology

Read: Shelley, *CHIPL*, 489–513 (chs 43–44)

Nov. 10 — Ecumenical Movement

Read: Shelley, *CHIPL*, 514–37 (chs 45–46)

Assignment: Quiz #6 (due Nov. 14<sup>th</sup> at 11:59 PM)

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### **Module 7) Modern Global Christianity**

Nov. 15 — America and Missions

Read: Shelley, *CHIPL*, 436–60 (chs 39–40)

Nov. 17 — Pentecostalism [online]

Read: Noll, *NSOWC*, 9–66 (chs 1–3)

Nov 22 — Thanksgiving Break

Nov 24 — Thanksgiving Break

Nov. 29 — Evangelicalism

Read: Noll, *NSOWC*, 67–150 (chs 4–8)

Dec. 1 — Global Christianity

Read: Noll, *NSOWC*, 151–200 (chs 9–11)

Read: Shelley, *CHIPL*, 539–74 (chs 47–48)

Assignment: Quiz #7 (due Dec. 5<sup>th</sup> at 11:59 PM)

Dec. 6 – Final Meeting

Assignment: Take Quiz (before class)

Assignment: Course Reflection (due before class starts)

Assignment: Essay Exam #2 (due Dec 8<sup>th</sup> at 11:59 PM)

Assignment: Team Assessment (due Dec 9<sup>th</sup> at 11:59 PM)

## Master Presentation Schedule

\* note that the figures listed below (along with the years of their deaths) are representative, not exhaustive. You're welcome to select another figure not listed, provided you ask for approval.

Aug. 16 — Introduction to Class = NONE

Aug. 18 — Fall of Jerusalem and Apologists = \_\_\_\_\_

Clement of Rome (c. 99); Ignatius of Antioch (c. 107); Polycarp (c. 155); Irenaus (c. 202); Perpetua & Felicity (203); Justin Martyr (c. 165); Athenagoras (c. 190)

Aug. 23 — Scripture (and Tradition) = \_\_\_\_\_

Tertullian (c. 220); Jerome (d. 420); Vincent of Lérins (c. 445)

Aug. 25 — Church and Catechesis = \_\_\_\_\_

Clement of Alexandria (215); Origen (254), Cyprian (258)

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Aug. 30 — Nicaea and the Cappadocians = \_\_\_\_\_

Athanasius (373); Basil of Caesarea (379); Sister Macrina (379); Gregory of Nazianzus (390); Gregory of Nyssa (395);

Sep. 1 — Chalcedon & Later Councils = \_\_\_\_\_

Cyril of Alexandria (444); Leo the Great (461)

Sep. 6 — Augustine = NONE

Sep. 8 — Monasticism and Mission = \_\_\_\_\_

Anthony (356); Chrysostom (407); Benedict (550); Boniface (754)

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Sep. 13 — Crusades and Expansion = \_\_\_\_\_

Gregory the Great (604); Charlemagne (814); Bernard (1153); Hildegard (1179); Innocent III (1216);

Sep. 15 — Great Schism (and Orthodoxy) = \_\_\_\_\_

John of Damascus (753); Photios (891) Gregory Palamas (1359)

Sep. 20 — Scholasticism = \_\_\_\_\_

Anselm (1109); Abelard (1142); Bernard of Clairvaux (1153); Lombard (c. 1160); Bonaventure (1274); Aquinas (1274), Scotus (1308), Ockham (1349);

Sep. 22 — Proto-Reform = \_\_\_\_\_

Francis (1226); Wyclif (1384); Hus (1415); Erasmus (1536); Catherine of Siena (1380); Julian of Norwich (c. 1429)

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Sep. 27 — Luther and the German Reformation = \_\_\_\_\_

Melanchthon (1560); von Grumbach (1568); Chemnitz (1586)

Sep. 29 — Radical Reformation = \_\_\_\_\_

Müntzer (1525); Sattler (1527); Hubmaier (1528); Simons (1561)

Oct. 4 — Calvin and Swiss Reformation = \_\_\_\_\_

Zwingli (1531); Bucer (1551); Vermigli (1562); Schütz Zell (1562); Beza (1605)

Oct. 6 — English and Catholic Reformations = \_\_\_\_\_

Tyndale (1536); Askew (1546); Cranmer (1556); Hooker (1660); Cajetan (1534); Francis Xavier (1552); Ignatius of Loyola (1556); Teresa of Ávila (1582); John of the Cross (1591); Bellarmine (1621);

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Oct. 18 — Europe and Beyond = \_\_\_\_\_

Arminius (1609) Sibbes (1635); Owen (1683); Bunyan (1688); Baxter (1691); Xavier (1552); Hutchinson (1643)

Oct. 20 — Cult of Reason = \_\_\_\_\_

Leibniz (1716); Newton (1727); Locke (1704); Hume (1776); Kant (1804);

Oct. 25 — Pietists and Methodists = \_\_\_\_\_

Pascal (1662); Spener (1705); Charles Wesley (1788); John Wesley (1791);

Oct. 27 — The Great Awakening = \_\_\_\_\_

Edwards (1758); Osborn (1796); Whitefield (1770); Backus (1806)

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Nov. 1 — Christianity Amidst Progress = \_\_\_\_\_

Wilberforce (1833); Pius IX (1878); Newman (1890)

Nov. 3 — Protestant Liberalism & the Social Gospel = \_\_\_\_\_

Schleiermacher (1834); Straus (1874); Palmer (1874); Rauschenbusch (1918)

Nov. 8 — Modernity and Theology = \_\_\_\_\_

Bonhoeffer (1945); Barth (1968); ten Boom (1983)

Nov. 10 — Ecumenical Movement = \_\_\_\_\_

King (1968); Mother Teresa (1997); Congar (1995)

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Nov. 15 — America and Missions = \_\_\_\_\_

Carey (1834); Livingstone (1873); Taylor (1905)

Nov. 17 — Pentecostalism [online] = NONE

Nov. 29 — Evangelicalism = \_\_\_\_\_

Henry (2003); Stott (2011); Graham (2018)

Dec. 1 — Global Christianity = \_\_\_\_\_

Koyama (2009); Mbiti (2019); Padilla (2021); Yonggi Cho (2021); Yeo; Gutiérrez; Jennings