



On-Campus Course Syllabus

THS 201 L1

Church History

Fall 2023

Class Information

Day and Time: M/W 3:15pm-4:30pm

Room Number: E208

Contact Information

Instructor Name: Tyler Sherron

Instructor Email: tsherron@criswell.edu

Instructor Phone: 317-691-8140

Instructor Office Hours: Schedule an appointment by email.

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

- The student will know the general history of the Christian Church from the first through the twenty-first century.
- The student will understand the meaning of the American Church experience as it pertains to the spread of Christianity around the globe.
- The student will apply Scripture and theology to assess theological perspectives as expressed by historical figures and within historical contexts.
- The student will better locate, understand, and contextualize his or her own Church tradition and beliefs.
- The student will evaluate his or her passions, giftings, and historical circumstances.

Required Textbooks

Marsden, George. *An Infinite Fountain of Light: Jonathan Edwards for the Twenty-First Century*. IVP Academic, 2023. ISBN 9781514006627.

Shelly, Bruce. *Church History in Plain Language*. 5th Edition. Grand Rapids: Zondervan, 2020. ISBN 9780310115960.

Course Requirements and Assignments

- 1. Reading (20%)** Each student will read the assigned material to gain a general knowledge of Church history from the time of Christ to modern day. Students will report their reading ***each week in Canvas on Wednesday before 11:59pm.***
- 2. Thesis Questions (20%)** To augment the reading, the student will come to each class prepared with one well-crafted, thesis question that addresses the reading material for that day. Students should avoid posing questions of simple observation or fact (i.e., “When did the major East-West split occur?” or “What is transubstantiation?”). Students should also avoid questions that are too open (i.e., “Why were the early reformers dissatisfied with the Roman Catholic Church?”). Crafting a good thesis question takes time and thought. Students are encouraged to be creative here, so long as the questions remain concrete and forced. By forced, I mean presenting a thesis that must be either accepted or rejected. An example is as follows: “The Reformation saw the advent of the Scriptures being translated into the common vernacular, allowing ordinary people to read and interpret it for themselves. Yet doing so invited controversy, schism, and heterodoxy as each had the newfound ability to own their interpretation and disagree with others. Should we let the Scriptures go free (i.e., unassisted by interpretive aids or clerical oversight)? Or should we safeguard them?” The goal is to generate discussion and inquiry. Along with the reading report, students will submit both questions (i.e., for both Monday and Wednesday) together as a package ***in Canvas on Wednesdays before 11:59pm. However, students should come to class on Mondays prepared to voice their question for that reading.***
- 3. Circumstance Paper (20%)** The student will select one figure from within the parameters of the course to conduct an analysis (5-7 pages) of the said figure’s passions, talents, and circumstances, answering the question why the figure is significant in historical memory. In doing so, the student will determine the figure’s chief passion, the primary talents that assisted the figure in the pursuit of it, and the main historical circumstances that gave the figure the stage to execute it. To assist this analysis, the student will be required to use at least one standard biography. Following the analysis, the student will be required to provide a postscript (2-3 paragraphs) addressing their own chief passion, primary talents, and main circumstances. A hardcopy of the circumstance paper will be ***due in class on Wednesday, December 6.***
- 4. Midterm Examination (20%)** The midterm examination will consist of three sections: identifications, fill-in-the-blank, and short essays. With identifications, the student will be asked to identify (in 2-3 sentences) a historical figure, event, or idea in such a way that the identification cannot be attributed to anyone or anything else. Try to be as specific and concrete as you can here. The fill-in-the-blanks will come loosely from the Shelley text. And then there will be 2 short essays (1 page double-spaced each) that will address a major topic from the reading and lectures. This will be a closed-note exam ***due in Canvas on Friday, October 27 @ 11:59pm.***
- 5. Final Examination (20%)** The final examination will not be cumulative but will instead address the material from the second half of the course. The structure will be the exact same as the midterm examination (identifications, fill-in-the-blank, and short essays). Like the midterm, the final will be a closed-note, take-home exam ***due in Canvas on Thursday, December 14 @ 11:59pm.***

Weightings:

Reading:	20%
Thesis Questions:	20%
Circumstance Paper:	20%
Midterm:	20%
Final:	20%

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. 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. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class

session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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.

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. 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. Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring

Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Date	Lecture Topic	Readings	Assignments
Week 1: The Early Church			
Mon., 8/21	Lecture 1: Introduction to the Course		
Wed., 8/23	Lecture 2: The Early Church	Shelley, chs. 1-2	
Week 2: The Early Church			
Mon., 8/28	Lecture 3: The Apologists	Shelley, chs. 3-5	
Wed., 8/30	Lecture 4: The Apologists	Shelley, chs. 6-8	
Week 3: The Early Church			
Mon., 9/4	*Labor Day* - No Class	No reading	
Wed., 9/6	Lecture 5: The Theologians	Shelley, chs. 9-10	
Week 4: The Early Church			
Mon., 9/11	Lecture 5: The Theologians	Shelley, chs. 11-12	
Wed., 9/13	Lecture 6: Augustine	Shelley, chs. 13-14	
Week 5: The Medieval Church			
Mon., 9/18	Lecture 7: The Growth of the Papacy	Shelley, chs. 15-17	
Wed., 9/20	Lecture 8: The Redemptive Efficacy of the Papacy	Shelley, chs. 18-20	
Week 6: The Medieval Church			
Mon., 9/25	Lecture 9: Scholasticism	Shelley, ch. 21	
Wed., 9/27	Lecture 10: Church Decline and Beginnings of Reform	Shelley, chs. 22-24	
Week 7: The Reformation			
Mon., 10/2	Lecture 11: Martin Luther and German Reform	Shelley, ch. 25	
Wed., 10/4	Lecture 12: Ulrich Zwingli and Anabaptist Reform	Shelley, ch. 26	
Week 8: The Reformation			
Mon., 10/9	Lecture 13: John Calvin and French-Swiss Reform	Shelley, ch. 27	
Wed., 10/11	Lecture 14: The English Reformation	Shelley, ch. 28	
Week 9: The Early Modern Church			
Mon., 10/16	Lecture 15: Puritans in the New World	Shelley, chs. 30-31	
Wed., 10/18	Lecture 16: American Denominations	Shelley, ch. 32	
Week 10: The Early Modern Church			
Mon., 10/23	Lecture 17: Enlightenment and Pietism	Shelley, chs. 33-34	
Wed., 10/25	Lecture 18: Wesley and Methodism	Shelley, ch. 35; Marsden, ch. 1	Midterm Exam Due (Friday, 10/27 @ 11:59pm)
Week 11: The Early Modern Church			
Mon., 10/30	Lecture 19: The First Great Awakening	Shelley, ch. 36; Marsden, Appendix	
Wed., 11/1	Lecture 20: The Church in the Age of Revolution	Shelley, ch. 37; Marsden, ch. 2	
Week 12: The Modern Church			
Mon., 11/6	Lecture 21: Evangelical Voluntarism	Shelley, chs. 38-39	
Wed., 11/8	Lecture 22: The Second Great Awakening	Shelley, ch. 40; Marsden ch. 3	
Week 13: The Modern Church			
Mon., 11/13	Lecture 23: European Liberalism	Marsden, ch. 4	
Wed., 11/15	Lecture 24: Protestant American Liberalism	Shelley, ch. 41	
Fall Break			
Mon., 11/20	Fall Break	No Reading	
Wed., 11/22	Fall Break	No Reading	
Week 14: The Modern Church			
Mon., 11/27	Lecture 25: The Social Gospel	Shelley, ch. 42	
Wed., 11/29	Lecture 26: American Evangelicalism	Shelley, ch. 44; Marsden, ch. 5	
Week 15: The Future Church			
Mon., 12/4	Lecture 27: Pentecostalism	Shelley, ch. 46	
Wed., 12/6	Lecture 28: Global Christianity	Shelley, ch. 48	Circumstance Paper Due
Week 16: Finals Week			
Mon., 12/11	No Class	No Reading	
Wed., 12/13	No Class	No Reading	Final Exam Due (Thur., 12/14 @ 11:59pm)