



On-Campus Course Syllabus

THS 201:L1

Church History

Spring 2024

Class Information

Day and Time: Thursday 4:45–7:15

Room Number: E208

Contact Information

Instructor Name: Ty Kieser

Instructor Email: tkieser@criswell.edu

Instructor Phone: (214) 818–1306

Instructor Office Hours: Mondays 3–4 PM; Tuesdays 1–2 PM; Wednesday 1–2 PM; Thursday 3–4 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:

- Identify key figures, events, ideas, and movements pertaining to the Christian church;
- Narrate developments in theological teaching from the early church to today with accuracy and cohesion;
- 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.

Course Requirements and Assignments

Quizzes (35% — 2.5 pts/week): Each week will culminate with a quiz consisting of multiple-choice, true/false, and short answer questions over material from the reading and lectures. Each quiz will be approximately nine questions. You are allowed to use your notes and books during the quiz, although the quiz must be taken alone

and you may *not* Google answers or use AI. Quizzes will be posted after each class (e.g., Friday at noon) and must be taken before the day of the next class (i.e., by Wednesday at 11:59 PM). Each of the fourteen quizzes is worth 2.85% of your final grade (40% total). (35% total).

Class Preparation and Participation (28% — 2 pts/week): Class meetings are intended to be built upon the readings done for that day and require participation from each student. Therefore, preparation for each meeting is essential. Before every class you will prepare reading-observations and submit them to Canvas before class starts. You should submit 3+ observations per reading marked with a * below—so, functionally, you will submit 6+ observations per class meeting. At least one of these observations should connect the primary source reading [i.e., Bettenson or a PDF] to the survey reading [i.e., Shelly or McGrath]. These are designed to serve your learning and your formation. So the content is largely up to you, however, there are details and examples below. Your participation will be included in this grade. So if you submit observations, but do not attend/participate in class, your grade will drop. Likewise, a failure to submit observations will cause your grade to drop.

The Story of the Church (12%): You will record a 5–10 minute presentation in which you tell the “story of the church” from the fall of Jerusalem to today, submitting it to Canvas. The nature of the presentation is totally up to you and your creative imagination—e.g., you could film a short movie acting out various events, use PowerPoint, draw pictures, or discuss a timeline, etc. The content of your presentation must include 10 dates of your choice (which you have *memorized* and, therefore, shouldn’t be visible in your presentation until after you’ve named them) from among the list below. However, you can include other details, content, events, dates, etc. Your grade will be based on: (A) detail of your story [3 pts], (B) unity of your story [3 pts], (C) memorization of dates [3 pts], (D) clarity and creativity of your presentation [3 pts]

Theological Mentorship (25%): The goal of this project is to learn from a historic theologian and thoughtfully engage his/her work. This project has two distinct components:

- 1) **Presenting**: Present on the life, theology, and significance of your theologian in class for 5–7 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 [see schedule below]. This component is worth 10% of your total grade.
- 2) **Reading and Writing**: Read 75+ pages of your theologian’s own writing and write a 1,000+ word paper (excluding footnotes) describing what you learned from your figure’s life and thinking. Consider this your attempt to convince other people to read this theologian. You should include multiple citations of at least 1 primary source (from your theologian) and 3 secondary sources (i.e., scholars writing about your theologian). This component is worth 15% of your total grade and will be based on (A) close engagement with the reading [4 pts], (B) clarity of what you learned [3 pts], the completion of the reading [2 pts].

Optional: You can submit your paper early to receive feedback and a preliminary grade. If you are happy with your preliminary grade, you don’t need to submit another draft. If, however, you make revisions based on the feedback, your grade will improve (n.b., your grade cannot get worse).

*please note that no merely-human mentor is perfect and, therefore, they all ought to be viewed as incomplete and mistaken in 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.

Course/Classroom Policies and Information

Late work: For all assignments except your reading-observations, your grade will be reduced by 10% for each calendar day an assignment is late. If your observations are late (even by a few minutes), you can only receive 50%. However, any/all missed assignment may be submitted before the end of the semester for up to 50% credit.

Extra Credit: If you meet with Valeri Knighten to discuss resources at least two weeks before the due date of the paper, you can gain 1 pt extra credit.

Technology: Cell phones should *not* be used during class time. Additionally, laptops inherently have several negative consequences on classes that prioritize discussion.¹ 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 (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,

¹ 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).

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

Introduction and Survey

January 18th (A) — Introduction

Syllabus and Why Study the Past

January 18th (B) — Big Picture Survey

Pre-Quiz Submitted² [worth 1 pt] (due January 25th at beginning of class)

January 25th (A) — Patristic

McGrath, *Christian Theology*, Ch 1 [PDF]*

Bettenson, “The Creed of Nicaea,” 26–27

January 25th (B) — Patristic

McGrath, *Christian Theology*, Ch 1 [PDF]*—nb. This should be 3 different observations than above

Bettenson, “Apollinarianism,” 47–48

Quiz #1 (due January 31st at 11:59 PM)

February 1st (A) — Medieval

² Assignments in bold

McGrath, *Christian Theology*, Ch 2 [PDF]*

Anselm, *Cur Deus Homo* [pdf]

February 1st (B) — Medieval

McGrath, *Christian Theology*, Ch 2 [PDF]*—nb. This should be 3 different observations than above
Aquinas, “Article 11. Whether a man ought to love his wife more than his father and mother?” *Summa
Theologica*, II-II, Q. 26, A.11 [\[link\]](#)

Quiz #2 (due February 7th at 11:59 PM)

February 8th (A) — Reformation

McGrath, *Christian Theology*, Ch 3 [PDF]*

Bettenson, “The Babylonish Captivity of the Church,” 209–12

February 8th (B) — Reformation

McGrath, *Christian Theology*, Ch 3 [PDF]*—nb. This should be 3 different observations than above
Bettenson, “Christianae Religionis Institutio,” 226–28

Quiz #3 (due February 14th at 11:59 PM)

February 15th (A) — Modernity

McGrath, *Christian Theology*, Ch 4 [PDF]*

Bettenson, “Barth’s Prophetic Theology,” 357

February 15th (B) — Modernity

McGrath, *Christian Theology*, Ch 4 [PDF]*—nb. This should be 3 different observations than above
Bettenson, “Gutierrez, the Pioneer of Liberation Theology,” 366–368

Quiz #4 (due February 21st at 11:59 PM)

Reminder: Story of the Church Presentation (due 3/3 at 11:59 PM)

1) Patristic

February 22nd (A) — Fall of Jerusalem & Apologists

Shelley, *CHIPL*, 35–68 (chs 3–5)*

Bettenson, “Martyrdom of Polycarp,” 9–13

Bettenson, “The Negative View: Tertullian,” and “Another ‘Liberal’: Clement,” 6–7

February 22nd (B) — Scripture (and Tradition)

Shelley, *CHIPL*, 69–79, 90–89 (chs 6 & 8)*

Bettenson, “The Vincentian Canon,” 88–90

Quiz #5 (due February 28st at 11:59 PM)

February 29th (A) — Trinity and Christology

Shelley, *CHIPL*, 117–47 (chs 10–12)*

Bettenson, “Definition of Chalcedon,” 54–55

February 29th (B) — Augustine and Monasticism

Shelley, *CHIPL*, 148–67 (chs 13–14)*

Bettenson, "The Saying which Troubled Pelagius," and "Augustine on Grace," 57–59

Quiz #6 (due March 6th at 11:59 PM)

Story of the Church Presentation (due 3/3 at 11:59 PM)

2) Medieval

March 7th (A) — Orthodoxy

Shelley, *CHIPL*, 178–89 (ch 16)*

Bettenson, "The Iconoclastic Controversy," 98–99

March 7th (B) — Papacy and Crusades

Shelley, *CHIPL*, 168–77; 213–35 (chs 15, 19–20)*

Bettenson, "The Donation of Constantine," 102–06

Quiz #7 (due March 13th at 11:59 PM)

March 14th — Spring Break

March 14th — Spring Break

March 21st (A) — Scholasticism

Shelley, *CHIPL*, 236–46 (ch 21)*

Bettenson, "Aquinas on the Eucharist," 156–59

March 21st (B) — Proto-Reform

Shelley, *CHIPL*, 247–80 (chs 22–24)*

Bettenson, "Propositions of Wycliffe Condemned. . .," 184–85

Quiz #8 (due March 27th at 11:59 PM)

3) Reformation

March 28th (A) — Luther and Radical Reformation

Shelley, *CHIPL*, 283–302 (chs 25–26)*

Freedom of the Christian [PDF]

March 28th (B) — Calvin and the Catholic Reformation

Shelley, *CHIPL*, 303–11, 320–29 (chs 27, 29)*

Bettenson, "On Scripture and Tradition," "On Justification," 264–65; 266–67

Quiz #9 (due April 3rd at 11:59 PM)

April 4th (A) — English Reformation & Puritanism

Shelley, *CHIPL*, 312–19; 342–51 (ch 28, 31)*

Herbert, "Love III" [PDF]

April 4th (B) — Modern Reason

Shelley, *CHIPL*, 352–74 (chs 32–33)*

Bettenson, "Revelation a Republication of the Religion of Nature," 330–31
Quiz #10 (due April 10th at 11:59 PM)

4) Modernity

April 11th (A) — Pietists and Methodists

Shelley, *CHIPL*, 375–98 (chs 34–35)*
Wesley, "Free Grace" [PDF]

April 11th (B) — The Great Awakening

Shelley, *CHIPL*, 399–411 (ch 36)*
Edwards, "Religious Affections," 99–100 [PDF]

Quiz #11 (due April 17th at 11:59 PM)

April 18th (A) — Protestant Liberalism

Shelley, *CHIPL*, 461–87 (chs 41–42)*
Harnack, *What is Christianity* [PDF]

April 18th (B) — Modernity and Theology

Shelley, *CHIPL*, 489–513 (chs 43–44)*
Bettenson, "The Barmen Declaration," 357–59

Quiz #12 (due April 17th at 11:59 PM)

Optional: Theological Mentorship Paper EARLY draft (Due April 19th at 11:59 PM)

April 25th (A) — Evangelicalism and Pentecostalism

Shelley, *CHIPL*, 436–60, 501–24 (chs 39–40, 44–45)*
Billy Graham, "[Who Do You Serve?](#)" [read the sermon; although you can watch/listen if you want]

April 25th (B) — Global Christianity

Shelley, *CHIPL*, 539–74 (chs 47–48)*
Bettenson, "'Kairos' and Apartheid," 381–82

Quiz #13 (due April May 1st at 11:59 PM)

May 2nd (A) — Catch up Day

Reading TBD*
Reading TBD

May 2nd (B) — Catch up Day

Reading TBD*
Reading TBD

Quiz #14 (due May 8th at 11:59 PM) — Take post-quiz and reflect on the difference with pre-quiz

May 9th — Final Meeting

Theological Mentorship Paper (Due May 9th at 11:59 PM)

Late Work Due (May 9th at 11:59 PM)

Reading Observations

Our class will engage contemporary and historic texts closely and in order to foster close reading of those texts, you will submit 3+ observations about the readings. Since we will read both survey texts (i.e., McGrath and Shelly) and historic primary texts (i.e., the PDFs and hyperlinks), be sure that at least one of your observations connects the historic text to the survey text. Your grade will be based on (1) careful and close engagement with the readings and (2) clear and coherent observations.

Lazy Observations

- Bare historical facts: Augustine died in 430 AD.
- Broad facts: “Augustine was a theologian.” “Augustine believed in original sin.”
- Obvious evaluations: “When Augustine says, ‘God exists,’ he is right.”
- Unengaged with the readings: My grandma really likes Augustine because he said, “_____”
- Observations about chapter headings/sub-headings: Augustine has a theology of grace.
- [basically any observations that you could make WITHOUT doing the reading or WITHOUT thinking about the readings]

Helpful Categories of Observations and Examples:

- **Central historical idea:** The main historical idea of this chapter is _____ as illustrated by the author’s claims that “_____” and “_____.”
- **Central theological idea:** The main theological idea of this chapter is _____ as illustrated by the author’s claims that “_____” and “_____.”
- **Thematic:** “When Luther says, “_____” [citation], it illustrates his “theology of the cross” [citation]
- **Definitional:** Luther’s “theology of the cross” [citation] seems to mean _____ [your own summary]
- **Historical influence:** Luther’s work to reform the church in Germany seemed to have influenced the start of _____ because it follows Luther’s view of _____ and _____
- **Analogical:** Luther’s “theology of the cross” [citation] could be illustrated as a(n) _____ because _____
- **Biblical:** Augustine’s doctrine of original sin seems to draw heavily from Romans 5, since Augustine says, “_____” [citation] like Paul (Rom 5:19).
- **Polemical:** When Augustine says, “_____” [citation], it seems likely that he is opposing Pelagius who said, “_____” [citation].
- **Similarity:** When Luther said, “_____” [citation], it reminds me of Augustine’s claim, “_____” [citation]
- **Implication:** If Augustine’s view of original sin [citation] is true, then it seems like it would imply _____ is also true because _____.
- **Application:** The church today would really benefit from Augustine’s view of _____. If we would listen when Augustine says, “_____” [citation], we would be helped in _____ way.

Story of the Church Dates

Please *memorize* and include 10 dates in your story of the church presentation. Below is a list of pre-approved events and dates. You are, however, allowed to include countless other dates/events, if you receive permission from the professor first.

70: Destruction of Jerusalem
170: Muratorian Fragment³
312: Conversion of Constantine
325: First Council of Nicaea
381: First Council of Constantinople
430: Death of Augustine
431: Council of Ephesus
451: Council of Chalcedon
622: Muhammad's Hijrah: birth of Islam
800: Charlemagne crowned Holy Roman Emperor
1054: East-West Split
1274: Death of Thomas Aquinas
1309: Papacy begins "Babylonian" exile in Avignon
1373: Julian of Norwich receives her revelations
1517: Luther posts his *Ninety-Five Theses*
1525: Conrad Grebel rebaptizes George Blaurock
1529: Marburg Colloquy
1545: Council of Trent begins
1564: Death of John Calvin
1618: Synod of Dort
1611: King James Version of Bible published
1678: John Bunyon, *Pilgrim's Progress* (part 1 published)
1738: John and Charles Wesley's conversions
1821: Schleiermacher's *Christian Faith*
1845: Southern Baptist Convention formed
1906: Azusa Street revival
1925: Scopes Monkey Trial
1934: Barmen Declaration
1947: First Billy Graham Crusade
1962: Vatican II begins
1968: Medellín Conference
1971: Daley led 'exodus' out of Harvard Chapel
1974: First Lausanne Congress

Master Presentation Schedule

³ There is significant debate around the dating of this text. However, knowing its existence, importance, and plausible early dating is valuable. See Edmon L. Gallagher and John D. Meade, *The Biblical Canon Lists from Early Christianity: Texts and Analysis* (Oxford: Oxford University Press, 2017), 175–83.

* 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.

January 18th — None
January 25th — None
February 1st — None
February 8th — None
February 15th — None

February 22nd (A) — Fall of Jerusalem & 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)

February 22nd (B) — Scripture (and Tradition) = _____
Tertullian (c. 220); Jerome (d. 420); Vincent of Lérins (c. 445) Clement of Alexandria (215); Origen (254), Cyprian (258)

February 29th (A) Trinity and Christology = _____
Athanasius (373); Basil of Caesarea (379); Sister Macrina (379); Gregory of Nazianzus (390); Gregory of Nyssa (395); Cyril of Alexandria (444); Leo the Great (461)

February 29th (B) Augustine and Monasticism = _____
Augustine (430); Anthony (356); Chrysostom (407); Benedict (550); Boniface (754)

March 7th (A) — Orthodoxy = _____
John of Damascus (753); Photios (891) Gregory Palamas (1359)

March 7th (B) — Papacy and Crusades = _____
Gregory the Great (604); Charlemagne (814); Bernard (1153); Hildegard (1179); Innocent III (1216);

March 14th — None

March 21st (A) — Scholasticism = _____
Anselm (1109); Abelard (1142); Bernard of Clairvaux (1153); Lombard (c. 1160); Bonaventure (1274); Aquinas (1274), Scotus (1308), Ockham (1349);

March 21st (B) — Proto-Reform = _____
Francis (1226); Wyclif (1384); Hus (1415); Erasmus (1536); Catherine of Siena (1380); Julian of Norwich (c. 1429)

March 28th (A) — Luther and the Radical Reformation = _____
Melancthon (1560); von Grumbach (1568); Chemnitz (1586); Müntzer (1525); Sattler (1527); Hubmaier (1528); Simons (1561)

March 28th (B) — Calvin and Catholic Reformation = _____
Zwingli (1531); Bucer (1551); Vermigli (1562); Schütz Zell (1562); Beza (1605); Cajetan (1534); Francis Xavier (1552); Ignatius of Loyola (1556); Teresa of Ávila (1582); John of the Cross (1591); Bellarmine (1621);

April 4th (A) English Reformation & Puritanism = _____

Tyndale (1536); Askew (1546); Cranmer (1556); Hooker (1660); Owen (1683); Bunyan (1688); Baxter (1691);
Hutchinson (1643);

April 4th (B) Modern Reason = _____

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

April 11th (A) Pietists and Methodists = _____

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

April 11th (B) The Great Awakening = _____

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

April 18th (A) Protestant Liberalism = _____

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

April 18th (A) Modernity and Theology = _____

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

April 25th (A) — Evangelicalism & Pentecostalism = _____

Henry (2003); Stott (2011); Graham (2018); Seymour (1922); Semple McPherson (1944); Wilkerson; Wimber

April 25th (B) — Global Christianity = _____

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

May 2nd (A) — Catch Up = None

May 2nd (B) — Catch Up = None