



On-Campus Course Syllabus

THS201-L1

Church History

Summer 2025

Class Information

Day and Time: Tuesday-Thursday | 9:00am-11:30am

Room Number: E201

Contact Information

Instructor Name: Mr. Daniel R. Haggerty

Instructor Email: dhaggerty@criswell.edu

Instructor Phone: 214-818-1374

Instructor Office Hours: Monday-Thursday | 8:30am-4:30pm

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

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

ISBN: 9780310115960.

Ferguson, Sinclair B., Joel R. Beeke, Michael A. G. Haykin, *Church History 101: The Highlights of Twenty Centuries*. Grand Rapids: Reformation Heritage, 2016. ISBN: 978-1601784766.

Supplemental Readings (These are found on Canvas in the weekly modules.)

Course Requirements and Assignments

Weighted Grading		
Attendance & Class Participation	10%	Silent attendance does not earn full credit. Sleeping or texting/emailing in class lowers your grade.
Exams	40%	Two exams due per schedule
Discussion Questions	20%	Fourteen assignments due per schedule
Reading Quizzes	20%	Twelve quizzes on reading due per schedule.
Pre- and Post-Term Quizzes	10%	Completion Based (will be discussed in class)

Course/Classroom Policies and Information

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.

Course Policy on the use of Artificial Intelligence (AI)

Prohibited without permission:

1. **Text Generation** – You may not use AI to generate any portion of written content.
2. **Outline Generation** – You may not use AI to create outlines for assignments.
3. **Idea Generation** – You may not use AI to brainstorm or suggest ideas for assignments.

Permitted without prior permission:

1. **Spellcheck and Grammar Tools** – Built-in features in Word, Pages, and Google Docs.
2. **AI Rewriting Tools** – Tools like Grammarly that help revise your own writing for clarity. If used, Grammarly must be cited in your assignment.
3. **AI Research and Summarization Tools** – Tools that assist in finding sources to cite, such as AI features in Logos Bible Software.

Extra Credit

Extra credit will not be offered in this course. Students are encouraged to stay on top of assignments and participate fully to succeed.

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. 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	Class	Lecture	Topic	What to Read	What Is Due
Tues 6/3	1	Course Introduction/Overview	<ul style="list-style-type: none">- Overview of course structure and expectations- Importance of Church history for theology and ministry- How to read primary sources- Jewish background, Greco-Roman world, and the birth of the Church	<ul style="list-style-type: none">- <i>CH 101</i>: pgs. 1-24- Shelley, <i>CHIPL</i>, Prologue, chs 1-2	<ul style="list-style-type: none">- Reading Quiz- Pre-quiz (Complete before class)
Thurs 6/5	2	The Apostolic Church (30–100 AD)	<ul style="list-style-type: none">- Development of early leadership (<i>episkopos, presbyteros</i>)- Worship, baptism, Eucharist in early documents- Unity and emerging diversity in local churches	<ul style="list-style-type: none">- Supplemental Readings- Shelley, <i>CHIPL</i>, chs 3-6	<ul style="list-style-type: none">- Reading Quiz- Discussion Questions
Tues 6/10	3	Martyrdom and Persecution	<ul style="list-style-type: none">- Causes and nature of Roman persecution- Martyr narratives as theology- Theology of suffering and witness	<ul style="list-style-type: none">- Supplemental Readings- Shelley, <i>CHIPL</i>, chs 7-9	<ul style="list-style-type: none">- Reading Quiz- Discussion Questions
Thurs 6/12	4	Apologetics and Early Orthodoxy	<ul style="list-style-type: none">- Rise of apologetic literature- Justin Martyr and intellectual Christianity- Road to the Nicene Creed	<ul style="list-style-type: none">- Supplemental Readings- Shelley, <i>CHIPL</i>, chs. 10-13	<ul style="list-style-type: none">- Reading Quiz- Discussion Questions

Date	Class	Lecture	Topic	What to Read	What Is Due
Tues 6/17	5	Augustine and the Age of the Fathers	<ul style="list-style-type: none"> - Life and times of Augustine - Major theological contributions: sin, grace, church - The fall of Rome and response of the Church 	<ul style="list-style-type: none"> - Supplemental Readings - Shelley, <i>CHIPL</i>, chs 14-17 	<ul style="list-style-type: none"> - Reading Quiz - Discussion Questions
Thurs 6/19	No Class – Juneteenth – Campus Closed				
Tues 6/24	6	Monasticism and Preservation of the Faith	<ul style="list-style-type: none"> - Antony & the Desert Fathers - Benedict and communal monasticism - Monasteries as cultural and missionary centers 	<ul style="list-style-type: none"> - Supplemental Readings - <i>CH 101</i> pgs. 25-64 - Shelley, <i>CHIPL</i>, chs 18-21 	<ul style="list-style-type: none"> - Reading Quiz - Discussion Questions
Thurs 6/26	7	Papacy and Power	<ul style="list-style-type: none"> - Rise of Papal authority (Gregory the Great, Charlemagne) - Crusades & cultural expansion - Great Schism (1054) and East-West dynamics 	<ul style="list-style-type: none"> - Supplemental Readings - Shelley, <i>CHIPL</i>, chs 22-24 	<ul style="list-style-type: none"> - Reading Quiz - Discussion Questions
Tues 7/1	8	Scholasticism, Mysticism, & Pre-Reformation Movements	<ul style="list-style-type: none"> - Universities & intellectual life - Faith and reason in Anselm and Aquinas - Wycliffe and Hus challenge the Church 	<ul style="list-style-type: none"> - Supplemental Readings - Shelley, <i>CHIPL</i>, chs. 25-28 	<ul style="list-style-type: none"> - Reading Quiz - Discussion Questions
Mid-Term Exam (Covering Classes 1-8) due by July 4th at 11:59pm					
Thurs 7/3	9	Protestant Reformation (Luther and Calvin)	<ul style="list-style-type: none"> - Corruption and reform in late medieval Church - Luther's journey and theological break - Calvin's systematization of Reformed thought 	<ul style="list-style-type: none"> - Supplemental Readings - <i>CH 101</i> pgs. 70-84 - Shelley, <i>CHIPL</i>, chs 29-32 	<ul style="list-style-type: none"> - Reading Quiz - Discussion Questions
Tues 7/8	10	Radical Reformers and Anabaptists	<ul style="list-style-type: none"> - Zwingli and Swiss Reform - Anabaptists, pacifism, and persecution - Menno Simons and the radical ecclesiology 	<ul style="list-style-type: none"> - Supplemental Readings 	<ul style="list-style-type: none"> - Discussion Questions
Thurs 7/10	11	Catholic Counter-Reformation	<ul style="list-style-type: none"> - Council of Trent and reaffirmation of doctrine - Jesuit formation and global education - Teresa of Ávila and reform from within 	<ul style="list-style-type: none"> - Supplemental Readings - Shelley, <i>CHIPL</i>, chs 33-36 	<ul style="list-style-type: none"> - Reading Quiz - Discussion Questions
Tues 7/15	12	Enlightenment	<ul style="list-style-type: none"> - Descartes vs. Anselm 	<ul style="list-style-type: none"> - Supplemental Readings 	<ul style="list-style-type: none"> - Discussion Questions

Date	Class	Lecture	Topic	What to Read	What Is Due
Thurs 7/17	13	Revivalism and Evangelicalism	<ul style="list-style-type: none"> - First and Second Great Awakenings - John Wesley and the Methodist movement - Jonathan Edwards' preaching 	<ul style="list-style-type: none"> - Supplemental Readings - <i>CH 101</i> pgs. 85-99 - Shelley, <i>CHIPL</i>, chs 37-39 	<ul style="list-style-type: none"> - Reading Qui - Discussion Questions
Tues 7/22	14	Modern Theology and the Social Gospel	<ul style="list-style-type: none"> - Rationalism, Deism, and liberal theology - Schleiermacher and inner feeling - Rauschenbusch and the Social Gospel 	<ul style="list-style-type: none"> - Supplemental Readings - Shelley, <i>CHIPL</i>, chs 40-42 	<ul style="list-style-type: none"> - Reading Quiz - Discussion Questions
Thurs 7/24	15	Contemporary Church and Global Christianity	<ul style="list-style-type: none"> - Vatican II: reforms and implications - Global Christianity in the Global South - Bonhoeffer, MLK Jr., and modern martyrs 	<ul style="list-style-type: none"> - Supplemental Readings - Shelley, <i>CHIPL</i>, chs 43-46 	<ul style="list-style-type: none"> - Reading Quiz - Discussion Questions
Final Exam (Covering Classes 9-15) due by July 25 th at 11:59pm					