



Course Syllabus

THS 201 L1

Church History

Fall 2025

Class Information

Day and Time: Mon/Wed 3:15–4:30 PM
Room Number: E208

Contact Information

Instructor Name: Dr. Ty Kieser
Instructor Email: tkieser@criswell.edu
Instructor Phone: (214) 818–1306
Instructor Office Hours: Mondays 12–2 PM; Thursdays 2–4 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

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

Bingham, D. Jeffrey. *Pocket History of the Church*. Downer's Grove: IVP Academic, 2002. ISBN: 978-0830827015

Course Requirements and Assignments

Quizzes (35pts — 2.7 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 about 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 at the end of the week (e.g., Thursday at noon) and must be taken before the day of the next class (i.e., by Monday at 3:15 PM). Each quiz is worth 2.7 pts (35 pts

total). Since there are 14 quizzes, your lowest quiz grade drops—mostly for the sake of giving you extra time to prepare for your presentation and write your essay.

Reading Logs and Class Participation (23pts — 1 pt/class + 3 pts for pop participation): 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 a reading log for every chapter and submit it to Canvas before class starts. 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 questions, but do not attend/participate in class, your grade will drop. Likewise, a failure to submit observations will cause your grade to drop. Each log is worth 1 pt (20 pts total count toward your grade). Since there are 21 possible logs, your lowest log grade drops—mostly for the sake of giving you extra time to prepare for your presentation and write your essay.

The Story of the Church (17pts): You will record a 5–10 minute presentation in which you tell the “story of the church” from the close of the canon 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 [5 pts], (B) unity of your story [5 pts], (C) clarity and creativity of your presentation [4 pts], (D) memorization of dates [3 pts].

Theological Mentorship (25pts): The goal of this project is to learn from a historic theologian and thoughtfully engage his/her work. This project proceeds in multiple steps:

- 1) **Resource Selection**: Select at least 3 academic sources *about* your theologian and one source *by* your theologian (reading at least 75 pages from his/her work). This is due **2 weeks** before your presentation date (1 pt). You can get 2 points of extra credit if you meet with Valerie to discuss good sources for your presentation.
- 2) **Upload Presentation**: At least **3 days** before your presentation, you should upload (i.e., the slides/website/photos) to Canvas AND your notes for the presentation. 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). If you use slides, they should have no more than 5 lines of text with no more than 5 words per line (i.e., max, 25 words per slide) and you may NOT copy and paste onto the slides. The only exception for this is a quote that you will use to explain your theologian. You are only allowed one notecards worth of notes otherwise. If your presentation is under-prepared, your presentation date will be moved back with a 50% deduction. (1 pt)
- 3) **Presentation in Class**: Present on the life, theology, and significance of your theologian in class for 6–8 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. There will also be a brief Q&A about your figure afterwards. You should set up your presentation before class begins, failure to be prepared will mean that your presentation grade will be reduced by 20%. This component is worth 13pts.

- 4) **Reading and Writing:** Write a write a 1,000+ word paper (excluding footnotes) answering the question: “What does _____ have to teach us today?” You should include 3+ quotes from your theologian and 3 academic secondary sources (i.e., scholars writing about your theologian). This component is worth 10 pts and will be based on (A) close engagement with the reading [4 pts], (B) coherence of your paper [3 pts], and (C) the pastoral significance of your figure [3 pts]. This paper is due at midnight two days after your presentation (i.e., if you present on Tuesday, it’s due Thursday night). So it is expected that your paper will basically be done by the time you give your presentation, but you still have time to make minor edits after Q&A.

*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 questions are late (even by a few minutes), you can only receive 50%. However, any/all missed assignment may be submitted before the last day of the semester for up to 50% credit.

Extra Credit: Extra credit is baked into the course at multiple points. There will be no additional 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.

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:

Students should only enroll in courses they are able to attend regularly.

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).

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
 - Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
 - Review relevant sections of the Academic Catalog.
 - Contact the **Financial Aid Office** for details on how attendance affects aid.
 - Understand the consequences of non-participation.

Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
 - Organize course content on a module basis using organizational tools within Canvas
 - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
 - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
 - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
 - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
 - Use Zoom in Canvas for all "live" (synchronous) class sessions

Important Note:

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.

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)

AI can be used wisely, and it should be used accordingly in this class (if it is used at all). It should NOT be used to generate text or idea (e.g., you should never copy and paste), but can be used as a referee (e.g., double checking grammar and logic) and reference (e.g., sources; however, as with any source, “trust but verify”). Basically, any use of AI that would be considered plagiarism if pulled from another person or source is strictly prohibited. Any use of AI that would be permissible if aided by another person or resource is permitted. For example, you wouldn’t let your friend re-write your paper (or even an entire sentence), so you shouldn’t let AI re-write your paper (or even an entire sentence).

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Substantial revision – you may not use AI to revise your content beyond grammar and syntax
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

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 a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, which is located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and build confidence. All tutors are recommended by the faculty to ensure that the tutor(s) they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

Introduction and Survey

August 18th — Introduction

Syllabus and Why Study the Past

August 20th — Big Picture Survey

Bingham, *PHTC*, Preface (9–12)

Pre-Quiz [worth 1 pt]

Mentor preferences selected

August 25th — Patristic

Bingham, *PHTC*, ch. 1 (19–44)

August 27th — Patristic

Bingham, *PHTC*, ch. 2 (45–61)

Historical Anthology, 1–6^t

Quiz #1 (due September 1st at 3:15 PM)

September 1st — Labor Day, no class

September 3rd — Medieval

Bingham, *PHTC*, chs. 3–4 (63–101)

Historical Anthology, 6^L–9^L

Quiz #2 (due September 8th at 3:15 PM)

September 8th — Reformation

Bingham, *PHTC*, chs. 5–6 (103–119)

September 10th — Reformation

Bingham, *PHTC*, ch. 7 (121–128)

Historical Anthology, 9^L–12^L

Quiz #3 (due September 15th at 3:15 PM)

September 15th — Modernity

Bingham, *PHTC*, ch. 8 (129–136)

Historical Anthology, 12^L–13^R

September 17th — Modernity

Bingham, *PHTC*, chs. 9–10 (137–165)

Quiz #4 (due September 22nd at 3:15 PM)

1) Patristic

September 22nd — Patristic Presentations

Read for next class!!

September 24th — Fall of Jerusalem, Apologists, Scripture (and Tradition)

Shelley, *CHIPL*, 35–79, 90–89 (chs 3–6 & 8)

Historical Anthology, 1^R–2^L, 13^R–14^R

Quiz #5 (due September 29th at 3:15 PM)

September 29th — Trinity and Christology

Shelley, *CHIPL*, 117–47 (chs 10–12)

Historical Anthology, 2^L–4^L

October 1st — Augustine and Monasticism (Asynchronous–NO in person class)

Shelley, *CHIPL*, 148–67 (chs 13–14)

Watch Lectures

Historical Anthology, 4^R–6^L

Quiz #6 (due October 6th at 3:15 PM)

2) Medieval

October 6th — Medieval Presentations

Read for next class!!

October 8th — Orthodoxy, Papacy, and Crusades

Shelley, *CHIPL*, 168–89; 213–35 (chs 15–16, 19–20)

Historical Anthology, 14^R–16^R

Quiz #7 (due October 20th at 3:15 PM)

October 13th — Student Development Week

October 15th — Student Development Week

October 20th — Scholasticism

Shelley, *CHIPL*, 236–46 (ch 21)

Historical Anthology, 6^L–9^L

October 22rd — Proto-Reform

Shelley, *CHIPL*, 247–80 (chs 22–24)

Historical Anthology, 16^R

Quiz #8 (due October 27th at 3:15 PM)

3) Reformation

October 27th — Reformation Presentations

Read for next class!!

October 29th — Luther and Radical Reformation

Shelley, *CHIPL*, 283–302 (chs 25–26)

Historical Anthology, 9^L–11^L, 16^R–17^R

Quiz #9 (due November 3rd at 3:15 PM)

November 3rd — Calvin and the Catholic Reformation

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

Historical Anthology, 11^L–12^L, 18^{L-R}

November 5th — English Reformation & Puritanism

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

Historical Anthology, 18^R–20^R

Quiz #10 (due November 10th at 3:15 PM)

November 10th — Modern Reason

Shelley, *CHIPL*, 352–74 (chs 32–33)

Historical Anthology, 20^R–21^L

4) Modernity

November 12th — Modern Presentations

Read for next week!!

Quiz #11 (due November 17th at 3:15 PM)

November 17th — Pietists, Methodists, The Great Awakening (Asynchronous—NO in person class)

Shelley, *CHIPL*, 375–411 (chs 34–36)

Watch Video Lectures

Historical Anthology, 21^L–22^L

November 19th — Protestant Liberalism (Asynchronous) (Asynchronous—NO in person class)

Shelley, *CHIPL*, 461–87 (chs 41–42)

Watch Video Lectures

Historical Anthology, 12^{L-R}, 22^{L-R}

Quiz #12 (due November 24th at 3:15 PM)

November 24th — Thanksgiving Break

November 26th — Thanksgiving Break

December 1st — Modernity and Evangelicalism

Shelley, *CHIPL*, 489–513 (chs 43–44)

Historical Anthology, 13^{L-R}, 22^R–23^L

December 3rd — Missions and Global Christianity

Shelley, *CHIPL*, 436–447, 501–24 (chs 39, 47–48)

Pick a non-American theologian and read 5+ pages of their writing

Quiz #13 (due December 8th 3:15 PM)

December 8th — Final Meeting

Story of the Church (due December 12th at 11:59 PM)

Quiz #14 (due December 12th at 11:59 PM) — Take post-quiz and reflect on the difference with pre-quiz

Late Work Deadline (December 12th at 11:59 PM)

Reading Log

For **every chapter** in Bingham and Shelly please submit each of the following components:

- 1) A summary, in your own words, of the main thing you learned in this chapter (about 50 words).
 - You should NOT simply say, “I learned about X.” But you should say, “I learned X about Y as evidenced by Z details.”
- 2) A key quote from this chapter (cited, with page #) AND a brief explanation of how its meaning connects to the content of the chapter. For example, does it illustrate a theme from the chapter? If so, in what sense?
- 3) A question that this chapter raised for you that you think would be worth discussing in class. For example, it might be about the devotional significance of some theological claim made. It might be an ethical question from the events of the chapter. Details from the reading are necessary.

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 Fragment²
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*

² 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.

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

* 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.

August 18th–September 17th — No Presentations

September 22nd

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)

Scripture (and Tradition)

Tertullian (c. 220); Jerome (d. 420); Vincent of Lérins (c. 445) Clement of Alexandria (215); Origen (254), Cyprian (258)

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)

Augustine and Monasticism

Augustine (430); Anthony (356); Chrysostom (407); Benedict (550); Boniface (754)

October 6th

Orthodoxy

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

Papacy and Crusades

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

Scholasticism

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

Proto-Reform

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

October 27th

Luther and the Radical Reformation

Melanchthon (1560); von Grumbach (1568); Chemnitz (1586); Müntzer (1525); Sattler (1527); Hubmaier (1528); Simons (1561)

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);

English Reformation & Puritanism

Tyndale (1536); Askew (1546); Cranmer (1556); Hooker (1660); Owen (1683); Bunyan (1688); Baxter (1691); Lucy Hutchinson (1681);

Modern Reason

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

November 12th

Pietists and Methodists

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

The Great Awakening

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

Protestant Liberalism

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

Modernity and Theology

Bonhoeffer (1945); Barth (1968); ten Boom (1983); Lewis (1963)

Evangelicalism & Pentecostalism

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

Global Christianity

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