

Syllabus for
HIS/GEN 309 History of Apologetics
3.0 Credit Hours
Fall 2025

I. COURSE DESCRIPTION

This course surveys the origins and historical development of Christian apologetics (the discipline of vindicating Christian truth-claims). Special emphasis is given to the biographies and intellectual contributions of Christian apologists from late antiquity, the Middle Ages, and the Modern world. Students will also be introduced to the primary sources linked to major philosophical systems of apologetics and how they are employed today.

Prerequisites: COMP 102; HUM 201, 202, 203 or 204

II. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Terminal Objectives – As a result of successfully completing this course, the student will be able to do the following:

- A. Identify key apologists of late antiquity, the Middle Ages, and the modern period.
- B. Examine the cultural contexts in which various apologetic strategies and systems arose.
- C. Consider the nature and complexion of apologetic strategies in their historical context.
- D. Understand the connection between apologetics and being witness of Christ.

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the History program.

- A. Outcome 1 – Students will be able to understand, analyze, and communicate general historical knowledge.
- B. Outcome 2 – Students will be able to identify and critique the method, origin, and quality of historical knowledge.
- C. Outcome 4 – Demonstrate the ability to apply their Christian faith and worldview to their historical specialization to promote God's healing.

IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page.

- A. Spiritual Integrity
- B. Intellectual Pursuit

V. GENERAL EDUCATION OUTCOMES

ORU's General Education Outcomes represent a commitment to a comprehensive whole-person liberal arts education and are derived from the university's vision and mission. The outcomes support ORU's University Outcomes by complementing each program's discipline-specific outcomes. Students who complete ORU's core general education curriculum will exhibit:

- A. GEN 1 - Core Literacy. Demonstrate a breadth of knowledge essential to a classical Spirit-empowered liberal arts education.
- B. GEN 2 - Intercultural Knowledge and Engagement. Exhibit through a Christian worldview awareness of cultural differences, both historically and globally, while focusing on engagement through intercultural experiences, using effective oral and written communication techniques.
- C. GEN 3 - Lifelong Wellness. Acquire knowledge and skills that promote healthy lifestyle choices to develop physical, mental, and spiritual wholeness.
- D. GEN 4 - Global Issues Problem Solving, Critical Thinking, and Creativity. Serve, lead, and/or collaborate as part of a team in order to ethically, critically, and creatively address complex problems by applying innovative solutions from a diverse set of perspectives.

VI. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

Textbooks:

Cardinal Avery Dulles. *A History of Apologetics*. San Francisco: Ignatius Press, 2005. ISBN: 978-0898709339

Khaldoun A. Sweis and Chad V. Meister *Christian Apologetics: An Anthology of Primary Sources*. Grand Rapids: Zondervan, 2012. ISBN: 978-0-310-32533-8

Steven B. Cowen. *Five Views of Apologetics*. Grand Rapids: Zondervan, 2000. ISBN: 978-0310224761

VII. POLICIES AND PROCEDURES

A. University Policies and Procedures

- 1. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is

usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.
 - f. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
2. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 3. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. **3 tardies equal one absence.** Leaving class early may be counted as a tardy. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
2. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the School of Liberal Arts Department. Very few incompletes are granted.

3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. The instructor maintains the right to deduct up to 20% from assignments, projects, and tests missed or completed late due to unexcused absences. These responsibilities assist the student in professional development.
 - b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.
4. **Attendance**—Because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets (i.e., 2 times for this course). This allowance for absences is intended for illness and emergencies. The student may consider this "sick leave." Attendance at each class or laboratory is mandatory, whether virtual or physically in the classroom, and missing a majority of a lecture is considered an absence. Excessive absences will reduce a student's grade or deny credit for the course. ***If a student accrues 7 absences, the student will suffer the loss of one letter grade. If a student accrues 9 absences, he/she will suffer the loss of two letter grades. If a student exceeds 11 absences he/she will fail the course.*** A student who leaves class before dismissal may be marked as tardy. Extended illnesses, crises, and administratively excused absences are handled on an individual basis and require verification from a doctor, student services, or ORU faculty/staff.
5. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - a. Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - b. Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for

- an administratively excused absence.
 - c. Obtain information covered during an absence. All work must be completed as scheduled.
 - d. Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
 - 6. Extra Credit—Students should not expect extra credit to help raise a grade.
 - 7. Plagiarism – Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Photocopies of sources must be turned in with research papers. Flagrant cheating results in an F for the course.
 - 8. Whole Person Assessment
 - a. Compliance - To be listed as “compliant” the student must correctly submit electronically the artifact for assessment. “Noncompliant” means the student has either not submitted or incorrectly submitted the artifact electronically. It is the student’s responsibility to ensure that he or she is in compliance. Compliance is verified by checking for the assessment results in the student’s ePortfolio. If there is a problem, the student may receive notification by the professor/assessor through the student’s ORU email address.
 - b. Requirements - The WPA requirements for this class are listed in the General Education Whole Person Assessment Handbook.
- C. Course Policies and Procedures
 - 1. Evaluation Procedures

a.	Participation	10%
b.	Quizzes	10%
c.	Unit Exams	30%
d.	Reflection Essays*	25%
e.	Final Exam	25%

*Students will compose a reflection essay on each of the five systems of apologetics addressed in Cowen’s *Five Views of Apologetics*. Five total essays will be completed. Essays should be no fewer than two pages in length, addressing the following criteria: (1) What are the defining characteristics and tenets of the system? (2) Who are the major figures associated with the system? (3) How did the system develop throughout Christian history? (4) What are the system’s strengths and weaknesses? (5) What is your personal evaluation of the system?

2. Electronics Policy
 - a. Appropriate Use - The appropriate in-class use of electronics is highly encouraged. The use of computers, tablets, and other electronic devices to take notes, conduct course activities, and engage lecture materials are allowed. Otherwise, non-course related uses of electronics are strictly prohibited. Exceptions may only be acquired with instructor approval. Examples of prohibited uses include completing other course work, surfing the web, texting, instant messaging, listening to music, using headphones, playing games, watching videos etc.
 - b. Inappropriate electronics use during class will result in the student being asked to leave class or whichever disciplinary action is deemed appropriate by the instructor.

VIII. COURSE CALENDAR

<u>Week</u>	<u>Date</u>	<u>Topic</u>
1	TBD	Course Overview, Procedures & Expectations
2	TBD	Apologetics in the 1 st Century AD
	TBD	Quiz 1; Apologetics in the 1 st Century AD
3	TBD	Apologetics in Late Antiquity
	TBD	Apologetics in Late Antiquity
4	TBD	Apologetics in Late Antiquity
	TBD	Apologetics in Late Antiquity
5	TBD	Apologetics in Late Antiquity
	TBD	Unit I Exam
6	TBD	Apologetics in the Middle Ages
	TBD	Apologetics in the Middle Ages
7	TBD	Apologetics in the Middle Ages
	TBD	Apologetics in the Middle Ages
8	TBD	Apologetics in the Middle Ages
	TBD	Apologetics in the Middle Ages
9	TBD	FALL BREAK
10	TBD	Apologetics in the Early Modern Period
	TBD	Apologetics in the Early Modern Period

11	TBD	Apologetics in the Early Modern Period
	TBD	Unit II Exam
12	TBD	Apologetics in the Early Modern Period
	TBD	Apologetics in the Early Modern Period
13	TBD	Apologetics in the High Modern Period
	TBD	Contemporary Apologetics
14	TBD	Contemporary Apologetics
	TBD	Contemporary Apologetics
15	TBD	Contemporary Apologetics
	TBD	NO CLASS (Thanksgiving)
16	TBD	Quiz 2; Contemporary Apologetics
	TBD	Final Exam Review

Primary Program: History
HIS/GEN 309 History of Apologetics
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This course contributes to the University and program outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

OUTCOMES	Significant Contribution	Moderate Contribution	Minimal Contribution
Spiritual Integrity			
HIST 4 – Demonstrate the ability to apply their Christian faith and worldview to their historical specialization to promote God’s healing.			X
GEN 1 - Core Literacy. Demonstrate a breadth of knowledge essential to a classical Spirit-empowered liberal arts education.			X
Personal Resilience			
Intellectual Pursuit			
HIST 1 – Students will be able to understand, analyze, and communicate general historical knowledge.		X	
HIST 2 – Students will be able to identify and critique the method, origin, and quality of historical knowledge.		X	
GEN 1 - Core Literacy. Demonstrate a breadth of knowledge essential to a classical Spirit-empowered liberal arts education.		X	
Global Engagement			
Bold Vision			

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