

## 2016 Course of Study, Claremont School of Theology

### COS 322: Theological Heritage II: Medieval through the Reformation Session II: July 7 – July 15, 2016

Instructor: Dr. Catherine Tinsley Tuell

Office hours: After class or by email ([cttuell@cs.com](mailto:cttuell@cs.com))

NOTE: *Please contact me before class begins if you have questions regarding the syllabus.*

**Dates of Class: July 7- July 15, 2016 (1:30-4:430pm)**

#### **A. Course Description and Outcomes:**

This course focuses on major movements and events beginning with split between Eastern and Western forms of Christianity and continuing through the Reformation. Using primary sources, students will reflect on individuals, decisive events, and theological developments.

*Students will be able to:*

1. Understand major theological developments leading up to the Reformation
2. Distinguish the theological characteristics of Luther, Zwingli, the Anabaptists, Calvin, the English Reformation, and Puritanism.
3. Understand and articulate reformation era debates around justification, sanctification, the sacraments and church unity.

#### **B. Texts** (all required books will be placed on reserve at the CST Library)

##### Required Books:

- 1) Gonzalez, Justo, L. *The Story of Christianity, Vol I: The Early Church to the Dawn of the Reformation*. 2<sup>nd</sup> ed. New York: HarperCollins, 2010. (ISBN-9780061855887) This is the same text used in COS 222: Theological Heritage II: Early Church
- 2) Gonzalez, Justo, L. *The Story of Christianity, Volume II: The Reformation to the Present Day*. 2<sup>nd</sup> ed. New York: HarperCollins, 2010). (ISBN: 9780061855894)
- 3) McGrath, Alister E. *Reformation Thought: An Introduction, 4<sup>th</sup> edition*. Malden, MA: Wiley-Blackwell Publishers, 2012. (ISBN

Recommended Text:

Janz, Denis R., editor. *A Reformation Reader: Primary Texts with Introductions*. Minneapolis, MN: Augsburg Fortress, Second Edition, 2008. ( ISBN: 9780470672815).

**C. Pre-Course Assignments (40% of total grade)**

1. Reading Assignments:

- a) Read Part 3 (“Medieval Christianity”) in the Gonzalez Vol I (pp. 263 – 445).  
Note: You are not required to read Part Four in this text.
- b) Gonzalez, Justo, L. *The Story of Christianity, Volume 2: The Reformation to the Present Day*, 2<sup>nd</sup> ed. New York: HarperCollins, 2010. Parts One and Two only (not Three and Four). (pp. 1-292)
- c) McGrath, Alister E. *Reformation Thought: An Introduction*, Chapters 1-14

2. **Pre-Course Papers due by June 9, 2015**

- a) Write a short, **four-page narrative history** of the Protestant Reformation in the 16<sup>th</sup> Century that includes at least eight (8) of the “events” (not people) that are listed in the far right column in the “Chronology” that is printed at the beginning of Part I in the Gonzalez text, Vol 2 (unnumbered pages 2-5). You might find Gonzalez text Vol 2, Part 1 to be most helpful in this assignment.

This is not intended to be an exhaustive recounting, but it should take the form of an overview that focuses on the nature and significance of different events that you link together. The purpose of this assignment is to deepen your understanding of the sequence and relationship of events during Europe’s Reformation of the 16<sup>th</sup> century.

- b) Much of your reading focuses on Medieval Christianity and its relationship to Reformation Christianity that reveals Reformation (s) of the 16<sup>th</sup> century can be viewed as a development of Medieval doctrine, politics and culture.

Craft a **four-page homily** that illustrates both the continuity and discontinuity between Medieval and Reformation Christianities. The goal is to have your audience grasp the differences between these expressions of Christianity and think about our contemporary 21<sup>st</sup> century expressions of Christianity. The route you chose to follow to do this is one of your design. However, it should include three specific continuities and three discontinuities between Medieval and Reformation Christianity and relate them to our contemporary experience. In particular, the link to our present era should be specific, concrete and reference your local church or related local ministry. Please cite page numbers in our textbooks for your examples.

- c) Using the McGrath text, write a **three-page essay** that compares the essential components of Luther and Calvin's theological insights on justification, the sacraments and the church, etc. Please note that the McGrath text presents these reformers' insights in separate chapters. Focus on their theological insights and reforms and not their biographies. The McGrath text should be the primary source for this paper, but you may support it with your Gonzalez text if you wish
- d) Describe the Methodist understanding of "justification" according to the Methodist Book of Discipline in a **two-page paper**.

**(This concludes the Pre-course work for this class. Please bring your printed syllabus to class. The instructor will not be providing printed copies. Please note in the schedule of 7/7/15 that a reading reflection is due on the first day of class.)**

#### **D. Learning Assessments:**

1. Class Attendance, preparation, and participation: **10 points possible** (10% of your grade). This is a short, intense class. Students are expected to attend all class sessions. One absence will result in loss of participation points, and students who miss two class sessions will be automatically dropped from the course.

NOTE: Come to class prepared. Students are expected to participate in informed and lively in class discussions. Lack of participation and preparation will affect the number of participation points earned.

2. Pre-course papers: = **40pts possible** (40% of your grade). **These papers are due by June 9, 2016.**

3. Reading Reflection Papers : Each scheduled assigned reading reflection paper is worth 5 points. 6 papers X 5pts = **30 points possible** (30% of your grade).
4. Final Project = **20 points possible** (20% of your grade). The final project for this course is due on July 7, 2015 (5 typed pages maximum). Create a list that addresses the following statement in ranked order (with #1 being the most important).

The top ten reasons that the Reformation shapes or challenges my theology are:

1. This project will be graded based on the extent to which it accurately and specifically refers to aspects of Reformation (ex., a person, event, idea, teaching, or action), and explicitly describes the effects on your theology.
2. Additional explanation and instructions will be provided during the first day of classes.

#### **E. Formatting your pre-course papers and written assignments:**

1. Answer the questions **using your own words** and in complete sentences.
2. Quotations from a text must be enclosed within quotation marks. The use of footnotes is preferred, but you may use parentheses after the quotation to cite the source and the page number. If you use this method and an assigned text, an abbreviation of the text may be used.

NOTE: **Quotations** should be at **most** only a sentence or two accompanied by your analysis or thoughts about them. Do not use longer quotations. The object of the paper is to **demonstrate your understanding** of the question based on your readings of your texts. The same applies to biblical references.

3. Your printed papers should be on 8 1/2 X 11 white paper, one-sided, double-spaced, with 1" margins on all sides. Use Times New Roman or Arial 12-point font.
4. Put your name, course name, and date of first class on the first page and last name and page number on subsequent pages. Use the question as your title and start each new question on a separate page. (The title header is NOT counted as part of the 2-3 pages of writing on the topic)
5. Make copies of your papers and bring them to class. We will be using them during class discussions.

6. Academic Integrity: Please reference the standards delineated in the *Course of Study Handbook* and pay particular attention to the section on “plagiarism”. Plagiarism is the use of any material in your papers that is not original to you and for which you do not give credit to the source. Plagiarism must be avoided at all costs. When in doubt, document the source of your written work. The use of plagiarism usually means failure of the course. Professors are required to report all instances of plagiarism to the Director of the Course of Study. Please use only the assigned course materials and do NOT use the internet as a resource.

NOTE: A good website for reference regarding the use of quotations, summarizing and paraphrasing in your writing is:  
[unitproj.library.ucla.edu/col/b Bruinsuccess/03/09.cfm](http://unitproj.library.ucla.edu/col/b Bruinsuccess/03/09.cfm) (also /10, /11).

#### **F. DIRECTIONS FOR EMAILING PRE-Course Papers:**

1. *Any pre-course work received after June 9 will be subject to a late penalty.*
2. The course number and the phrase “pre-course work” should be the subject of your email:  
Example – **Pre-Course Work 322**
3. Pre-course work must be sent as an attached document and **not** in the body of the email.
4. Your FULL name, phone number and email, should all be clearly included at the beginning of your email.

#### **G. Course Schedule**

- 7/7 Introduction and Review of Pre-Course Work
- 7/8 Martin Luther
- 7/11 Ulrich Zwingli and the Reformation radicals
- 7/12 John Calvin
- 7/13 The English and Catholic Reformations
- 7/14 Pietism, Rationalism, and Romanticism
- 7/15 English Revivalism and the “Top Ten” list

#### **H. Course Reading and Writing Schedule for Reflection Papers (30 pts):**

There are six reading reflection papers assigned. After each of these online readings that require a paper, prepare a one-page reflection paper that includes the four following elements: 1) the author and title of the reading, 2) a brief, 1-2 sentence summary of the reading, 3) identification of an especially important assertion, attitude, or action that you see present in the reading, and 4) a specific application of this assertion, attitude, or action within the present-day church and/or society. Your paper will be graded on your ability to summarize the main purpose of the reading, to recognize a historically or theologically significant aspect of the writing, and to apply this insight in a practical way to present-day circumstances and challenges. Note: the author and the title of the reading should not be considered part of your original writing for the reflection paper.

#### 7/7 Introduction and Review of Pre-Course Work

Prior to class, read the following three online readings but prepare a reading reflection for only one of them (your choice). Bring the printed reflection paper to our first class.

- Aquinas on *Unnatural Sex* <http://www.fordham.edu/halsall/source/aquinas-homo.asp>
- Waldensian Legend Concerning the Donation of Constantine to Pope Sylvester <http://www.christianitytoday.com/ch/1989/issue22/2233b.html>
- First two chapters only of Erasmus' *Enchiridion* ("Manual of a Christian Knight") [http://oll.libertyfund.org/titles/191#1f0048\\_label\\_001](http://oll.libertyfund.org/titles/191#1f0048_label_001)

#### 7/8 Martin Luther

Read both of these online readings, but complete a reflection paper on only one of them (your choice).

- Luther's *Preface to the Complete Edition of Luther's Latin Works* (1545): <http://www.iclnet.org/pub/resources/text/wittenberg/luther/preflat-eng.text>
- Luther's "95 Theses," aka "Disputation of Doctor Martin Luther on the Power and Efficacy of Indulgences." <http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html>  
(this selection is also found in the Janz text)

#### 7/11 Ulrich Zwingli and the Radicals of the Reformation

Complete the following reading and write a reading reflection paper.

- *The Schleitheim Confession* (1527) <http://www.anabaptists.org/history/schleith.html> (also found in the Janz text)

#### 7/12 John Calvin

Prepare a reading reflection on the following online reading

- “The Author’s Preface” from Calvin’s *Commentary on the Book of the Psalms*. <http://www.ccel.org/ccel/calvin/calcom08.vi.html>

#### 7/13 The English and Catholic Reformations

Complete all three of these readings but write a reflection paper on only one of them (your choice).

- Hugh Latimer’s *Sermon of the Plowers* (1549): [http://www.wwnorton.com/college/english/nael/noa/pdf/27636\\_16u04Latimer.1.7.tp.pdf](http://www.wwnorton.com/college/english/nael/noa/pdf/27636_16u04Latimer.1.7.tp.pdf)
- *Profession of Tridentine Faith* (1564) <http://www.uoregon.edu/~sshoemak/323/texts/trent.htm>
- *Spiritual Exercises of Ignatius of Loyola* (1541) <http://www.fordham.edu/halsall/source/loyola-sprex.asp>

#### 7/14 Pietism, Rationalism, and Romanticism

Read all three online readings and write a reflection paper on one of them (your choice).

- <http://www.fordham.edu/halsall/mod/hume-miracles.asp>
- <http://www.fordham.edu/halsall/mod/paine-deism.asp>
- Philip Jacob Spener, *Pia Desideria* <http://www.ctlibrary.com/ch/1986/issue10/1029.html>

#### 7/15 English Revivalism and Class Review of “Top Ten” List

Read all three of these selections. No paper due.

- Charles Wesley, “And can it be that I should gain.” <https://gbgm-umc.org/umhistory/wesley/hymns/umh.363.stm>

- John Wesley, *The Character of a Methodist* <http://www.umcmission.org/Find-Resources/Global-Worship-and-Spiritual-Growth/The-Wesleys-and-Their-Times/The-Character-of-a-Methodist>

**I. Grading:** Please refer to the *Course of Study Handbook* in your registration packet. A copy is also available in the faculty office.

- A grade of “A” means that the student was error-free in describing the materials, identified key themes, thoroughly covered them and engaged in a critical evaluation of the various positions with a persuasive, well-written narrative.
- A “B” grade means that the student did the work, was error-free in describing the material, and recognized the key arguments in the readings.
- A grade of “C” means that the student did the reading, but it was not described accurately.
- Less than a “C” means that the student was not able to convey that she or he read the material.

**J. Guidelines:**

1. As the course progresses, the syllabus may be changed or adapted at the instructor’s discretion to facilitate students reaching the learning outcomes stated above.
2. If you do not turn in your work, you will fail the class.