

COURSE OF STUDY SCHOOL OF OHIO at MTSO

2020 Winter

Feb. 14-15 & Mar. 13-14, 2020

COS 322 – THEOLOGICAL HERITAGE III: MEDIEVAL THROUGH THE REFORMATION

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Course Description and Objectives:

This course focuses on major movements and events beginning with the 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.

1. Understand major theological developments in medieval Christianity 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.

Course overview:

Welcome to the history and theology of the church in the Late Middle Ages and the Reformation period! This course will survey roughly 600 years from the “high” Middle Ages to the Reformation of the church with interest in both its theological development and in the practice of Christian life. We will encounter a variety of fascinating individuals and engage in discussing several pivotal theological issues. Each segment of class will focus on particular themes or individuals so that you can become more closely acquainted with the world and faith of these Christians of our heritage. There will be more material than you can absorb effectively in one course; but take heart, some of these writings will be worth putting on your shelf for reflection at a future point. Understanding your own faith and applying the insights of the past Christians can transform your life as it has throughout the history of the church.

Course Texts:

Justo Gonzalez, *The Story of Christianity, v.1 The Early Church to the Dawn of the Reformation. 2nd Edition* (HarperOne, 2010 [from COS 222]; and, v. 2 *Reformation to the Present Day. 2nd Edition* (HarperOne, 2010). ISBN 978- 0061855894

Carol Flinders, *Enduring Grace: Living Portraits of Seven Women Mystics* (Harper, 1993).

James Tracy, *Europe's Reformations, 1450-1650* (Rowan and Littlefield, strongly recommend 2nd edition, 2006)

Reference (required):

Henry Bettenson and Chris Maunder, *Documents of the Christian Church* (Oxford University Press, strongly recommend 4th edition, 2011)

Recommended:

Alistair McGrath, *Reformation Thought: An Introduction*, 3rd ed., paperback (Blackwell: 1999)

Course Expectations and Assignments:

You are the ones that will determine the success of this course. Your attendance at class--mind and spirit, along with your body--is truly important. To insure that our discussion operates at the best possible level, make certain to complete the necessary reading before class. I have provided advance reading assignments and this will help to familiarize you with important individuals and events. A portion of your grade will be determined from your attendance and participation in class (10%). Your interest counts a lot; we love history, right?

Assignments:

I am asking each of you to complete FOUR different assignments that will help you to work with issues of this course in different settings. These will be completed primarily outside of class, and one in class response at the end of each weekend. Each written assignment completed outside of class should be typed and submitted by the appropriate due date.

1. Pre-class Assignment. Read the selections in Flinders, *Enduring Grace*, on Clare of Assisi and Julian of Norwich. Select ONE of them and imagine how you might introduce this person to folks at your church or ministry setting. In a 1-2 page paper, say something about them, their lives, their contribution to theology. **Due** before class (email) on **Feb. 13** (10% of grade)
2. Biographical Response: Select one of the persons we have considered in this course and develop a sermon, an adult study experience, or maybe a retreat based upon this person. Becoming acquainted with someone from the history of the church is one of the best tools available for presenting the rich heritage of our Christian past. Make certain to

incorporate appropriate background material to this person's life and faith experience from our class readings. It also helps if you can incorporate primary materials, e.g. letters, writings, sermons, prayers, etc. from your character (see e.g. the Bettenson text). Your sermon or class outline should be 4-5 pages. I will also ask each of you to make a short (4-5 minute) presentation on your person in class—think TED talk—during the second weekend of class. I will distribute a list of possible figures during our first weekend and the paper is **due** prior to the second weekend, **March 13**. (30% of grade)

3. Church History and the Media: Movies, music, and other multi-media sources often provide valuable resources of history and theology for our local churches. I would like you to select a media resource (I have several materials I will bring to class) and develop a strategy for using this in a church class or retreat. You identify the audience and event, then provide a thoughtful and thorough outline about how you would use this media resource to introduce important theological and historical issues of our faith. **Due by March 25** (30% of grade)
4. Weekend wrap-ups: At the end of each weekend I will ask you to provide some written response, in class, to our reading and class discussion. This assignment will be open book, open notes—but will require you to complete your own work. I will ask you to respond to two brief questions and to reflect on key theological themes, important individuals, and issues we have discussed. You will have time to complete the assignments in class, or outside of class (Combined, 20% of course grade).

A word on writing relevant to all assignments: Learning to write clear and effective prose is a skill worthy of any ministry. I will not be too picky, but if I encounter too many grammar or spelling mistakes, I may return the paper to you.

Please Note: I expect all of your work to be completed as identified in the syllabus, following the policy of COS there is no provision for incomplete work.

ACADEMIC HONOR POLICY

The Course of Study School of Ohio requires that all material submitted by a student in fulfilling academic requirements must be the original work of the student.

Violations of academic honor include any action by a student indicating lack of integrity in academic ethics. Violations include, but are not limited to, cheating and plagiarism.

Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination.

Plagiarism is the act of presenting the published or unpublished words or ideas of another [including online resources] as if it were one's own work. A writer's work should be regarded as his or her own property. Any person who knowingly (whether intentionally or unintentionally) uses a writer's distinctive work without proper acknowledgement is guilty of plagiarism.

A student found guilty of a violation of the academic honor code, after a review of the case, may be subject to one or more of the following a

- (1) warning
- (2) probation

- (3) suspension for the remainder of the course
- (4) dismissal from the Course of Study School of Ohio
- (5) failing grade for the course.

Regardless of the outcome, a letter will be sent to the student's district superintendent and Board of Ordained Ministry.

Class Schedule:

Themes for Weekend #1

Medieval Theology and Models of Reform

Reading: Gonzalez I, 345-406; Tracy, 219-248; Bettenson, see Francis of Assisi, "Rule of St Francis," and "Aquinas on Belief"

The Later Middle Ages and the Renaissance

Reading: Gonzalez, I, 407-446; Flinders, 15-42, 77-101

Reformation, and Revolution: Luther and the Beginnings of Protestantism

Reading: Gonzalez II, 11-56; Tracy, 47-56; Bettenson, see Luther, "Two Treatises" and "Augsburg Confession"

The Reformations of the 16th Century: the Reformed Tradition

Reading: Gonzalez II, 57-66, 77-86, 125-134; Tracy, 71-120; Bettenson, Calvin, "Institutes"

Themes for Weekend #2

Radical Dimensions of the Reformation

Reading: Gonzalez II, 67-76, 105-124; Tracy, 57-70

The English Reformation

Reading: Gonzalez II, 87-104; Tracy, 191-214; Bettenson, see England "Acts of Supremacy," "Six Articles," and Elizabeth, "Settlements"

The Reformation of the Roman Catholic Church and Its Mission

Reading: Gonzalez I, 449-490; II, 135-150; Flinders, 155-90; Bettenson, see "Jesuits" and "Council of Trent"

Pilgrims, Puritans and Christian Faith across the Atlantic

Reading Gonzalez II, 177-210; Tracy, 297-309