

## **COURSE OF STUDY SCHOOL OF OHIO AT MTSO 2021 Summer**

Friday, June 25: 3pm-5pm; 7pm-9m

Saturday, June 26: 9am-11am; 1pm-3pm

Friday, July 16: 3pm-5pm; 7pm-9pm

Saturday, July 17: 9am-11am; 1pm-3pm

**Class Zoom link for each session is available on Populi on the  
Syllabus page under Links**

### **COS 322-Theological Heritage III: Medieval through the Reformation**

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#### **Course Description:**

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.

#### **Course Goals:**

By the end of this course, students will be able to:

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.

#### **Texts:**

Gonzalez, Justo. *The Story of Christianity*. Volume 1. Second edition. San Francisco: HarperCollins, 2010.

Gonzalez, Justo. *The Story of Christianity*. Volume 2. Second edition. San Francisco:

HarperCollins, 2010.

Tracy, James. *Europe's Reformation, 1450-1650*. Second edition. Lanham: Rowman and Littlefield, 2006.

### Reference:

Bettenson, Henry and Chris Maunder. *Documents of the Christian Church*.

Fourth edition. New York: Oxford University Press, 2011 (Required.)

Dowley, Tim. *Atlas of the European Reformations*. Minneapolis: Fortress, 2015.

(Recommended.)

### Notes on the Class:

There are substantial amounts of reading from the textbooks for this course. It is not necessary to memorize all of the details of all of the names and events in the assigned readings. Rather, it is important to read the materials in a manner that allows you to discern and comprehend the general flow of historical events and movements, recognize the contributions of individual reformers and leaders, and understand the major theological themes and commitments represented by each movement.

Students will note that much of the history we are reading focuses on the stories of European and European-American male leaders and reformers. In our course conversations, we will also consider the experiences and contributions of women, Africans, and other people of color during this period of church history.

### Course Expectations and Assignments:

Your success in this course depends upon your effort in the course. Your attendance and active, engaged participation in class discussion is required. This means that you should come to class having completed the assigned reading materials, and ready to share your insights and analysis with the professor and your co-learners. **Class participation counts for 10% of your final grade. Submit all written assignments to the designated folder on Populi under "Assignments."** Finally, with the exception of the Pre-Class Assignment, the recommended Bettenson text, *Documents of the Christian Church*, can assist you with primary sources for your writing and/or presentation.

There are four assignments for this course:

1. **Pre-Class Assignment.** Select one of the women featured in Flinders, *Enduring Grace* and imagine how you might introduce her to members of your church or in a ministry setting. In a 2-3 page paper, provide an

overview of her life and contribution to theology. **Due: June 25 before the start of class. 15% of your final grade.**

2. **Weekend One Reading Reflections.** Based on the assigned readings and class time for the June 25-26 session, write a reflection paper that considers the following questions: What were some of the problems and challenges faced by the church on the “eve of the Reformation” (1400s-early 1500)? What were some of the criticisms and/or proposals for reform made by the reformers in the first three or four decades of the 1500s? How can the words and/or actions the reformers inspire us today? This reflection should be 4-5 pages, double-spaced, and follow proper citation when quoting from the assigned texts. **Due: July 2 by noon. 20% of your final grade.**
3. **Biographical Project.** This project can be either a sermon or a detailed outline for a one-hour class session introducing your church members to the contributions of a major figure such as Francis of Assisi, Martin Luther, John Calvin, or another major leader or reformer. This project should be 4-5 pages, double-spaced, and follow proper citation when quoting from assigned texts. If you would like a writing break, you may produce this project as a video. The video should be 15-20 minutes in length and you must be able to produce and share the video with Dr. Beulah without Dr. Beulah’s assistance. **Due: July 20 by 5:00pm. 25% of your final grade.**
4. **Topical Paper.** During the 16<sup>th</sup> century, there were a variety of controversies about the Lord’s Supper, including: beliefs about the Lord’s supper; how (or whether) Christ was present in the sacrament; rituals and customs regarding the worship service at which the Lord’s Supper was celebrated; who should receive the Lord’s Supper and how often; et cetera. **Choose three of the movements below.**
  - Roman Catholicism
  - Lutheran Reformation
  - Calvinism
  - Puritans
  - Zwingli
  - English reformations
  - Anabaptists

Compare their understandings and practices of the Lord’s Supper in the 16<sup>th</sup> century. What were the underlying biblical and theological issues that lay behind the range of interpretations of the Eucharist that were offered by sixteenth-century Reformers? Indicate in broad

strokes how the proponents of the various theories arrived at their positions.<sup>2</sup> **Due: July 31 by 11:59pm. 30% of your final grade.**

**A Note on Writing and Promptness:** Please write clear and effective prose. Be mindful of spelling and grammatical issues. Also, be mindful to turn your assignments in on time. If a situation arises that will cause you to complete an assignment late, please alert the professor before the due date. Failure to do so will incur a late penalty.

### **Academic Honor Policy**

The Course of Study School of Ohio requires that all material submitted by 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.

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<sup>2</sup> Assignment originated from Dr. Joy A. Schroeder, Trinity Lutheran Seminary and Capital University's version of the COS 322 course, Summer 2017.

**Class Schedule:**

**Note: Readings Are Divided Into Themes for Two Weekends**

**Weekend One (June 25-26)**

**Theme: Medieval Theology and Models of Reform**

**Reading:** Gonzalez (v. 1), 345-406; Tracy, 219-248; Bettenson (Recommended), Francis of Assisi, "Rule of St. Francis" and "Aquinas on Belief."

**Theme: The Later Middle Ages and the Renaissance**

**Reading:** Gonzalez (v. 1), 407-446

**Theme: Reformation and Revolution: Luther and the Beginning of Protestantism**

**Reading:** Gonzalez (v. 2), 11-56; Tracy, 47-56; Bettenson (Recommended): Luther, "Two Treaties" and "Augsburg Confession"

**Theme: The Reformations of the 16<sup>th</sup>-Century: The Reformed Tradition**

**Reading:** Gonzalez (v.2), 57-66, 77-86, 125-134; Tracy, 71-120; Bettenson (Recommended): Calvin, "Institutes"

**Weekend Two (July 16-17)**

**Theme: Radical Dimensions of the Reformation**

**Reading:** Gonzalez (v.2), 67-76, 105-124; Tracy, 67-70

**Theme: The English Reformation**

**Reading:** Gonzalez (v. 2), 87-104; Tracy 191-214; Bettenson (Recommended), England "Acts of Supremacy," "Six Articles," and Elizabeth, "Settlements"

**Theme: The Reformation of the Roman Catholic Church and Its Mission**

**Reading:** Gonzalez (v. 1), 449-490, (v. 2), 135-150, Bettenson, "Jesuits" and "Council of Trent."

**Theme: Pilgrims, Puritans and Christian Faith across the Atlantic**

**Reading:** Gonzalez (v. 2), 177-210, Tracy, 297-309