

Wesley Theological Seminary
Course of Study
Term 1 | July 10 – July 20, 2017

COS 322 Theological Heritage 3: Medieval-Reformation
Faculty; Dr. David Evans
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Please read this study guide *carefully*. **Your assignment is due by June 1 submitted via Blackboard.**

Please schedule time each week to work on your pre-course work. If you are able to do this you will have the opportunity to come to DC next summer and enjoy some Sabbath time with us. Please let Sara Sheppard or Doug Powe know if we can help you with this in any way.

Purpose of Course

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

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.

Required Texts

Texts: James Tracy Europe's Reformation, 1450-1650

Justo Gonzales The Story of Chistianity, Vol 1*, Vol 2

Reference: Henry Bettenson & Chris Maunder *Documents of the Christian Church**

Assignment: Please complete the following assignment in one document and post it to Blackboard by June 1:

What is the significance of each of these items for the history of Christian Reform? (Why is this item important to study or know?) Please provide a paragraph for each item. Your assignment should be between 5-10 pages.

Catholicism
Desiderius Erasmus
Scholasticism
Sacrament
Martin Luther
Justification by grace
Ulrich Zwingli
Anabaptists
Confession of Schleithelm
Peasants' Revolt
Witches
Jews
Inquisition
Priesthood of all believers
John Calvin
Geneva
Council of Trent
King Henry VIII
Act of Supremacy
Queen Elizabeth
Via Media
Treaty of Westphalia
Religious Tolerance
Puritans
New England
Mid-Atlantic Colonies
Maryland
Virginia

Grading:

The instructor assumes that everyone in the class is capable of the work required to receive a “B” grade for each assignment. The following interpretations of the meaning of each grade have been developed to help class members review their work to identify strengths and problems.

A “B” means that the basic elements of the assignment have been faithfully included, the argument is internally coherent, and clearly articulated.

A “B+” means the assignment is also well crafted.

An “A-“ means that the assignment is not only well crafted, but it also probes the issues with considerable insight.

An “A” means the assignment is well crafted, reveals considerable insight, and moves beyond the range of the student’s prior knowledge to begin to construct new perspectives and meanings for the subject. In other words, it shows the student’s imagination at work; it has a creative edge.

A “C+” means that the assignment lacks clarity or focus, tends to reveal more the writer’s opinions than the results of the writer’s analysis, and lacks reflective insight into the issues being discussed.

A “C” means that the assignment does not move beyond the reporting of information from readings and/or class discussions to engaging them with issues being discussed; it may indicate inappropriate or misuse of data and readings.

A “C-“ means that despite some moments of focused discussion and insight, major gaps exist in the development of the argument or discussion.

A “D” means the individual needs to see me.

An “F” means the individual needs to see me immediately.

Grades will be reduced a step (e.g. from B to a B-) for assignments handed in after the start of class, and a full letter grade for any assignments 24 hours past due. Assignments over 48 hours past due will be lowered two letter grades. We need to talk if an assignment is over 72 hours past due. Please note only two unexcused absences are allowed before grade is lowered one step.

Final course grades are mailed to the student, GBHEM in Nashville and the student’s conference representative by September 30. Grades are not posted on-line.

Inclusive Language

In both oral and written contributions to the course, students are expected to be conscious of the power of language in theology. Inclusive language respects both gender and racial diversity, and students should demonstrate awareness that language about persons and God expresses values and impacts theological ideas in the details of race and gender connotations. Both gender and race are socially-constructed categories, and changing language is part of bringing justice to theological discourse.

Academic Policies

Attendance: Students are expected to attend all classes in their entirety. Faculty member have the authority to set attendance policies for particular courses and those policies will be included

in the course syllabus. Deviation from the attendance policy may result in reduction of grade or loss of credit for the course.

Plagiarism: Plagiarism is regarded as a serious offense and will result in substantial penalties, including the possibility of academic dismissal. The faculty regards the following as form of plagiarism or dishonesty:

- Copying from another students paper
- Giving or receiving unauthorized assistance to or from another student during an examination
- Using unauthorized material during an examination
- Borrowing or presenting as one's own (i.e. without proper attribution) the composition or ideas of another.

Please refer to your Wesley Student Handbook (on-line) for more information about Wesley's academic policies or contact the Course of Study office 202-885-8688.