

**Wesley Theological Seminary**  
**Course of Study School | Philadelphia Satellite School**  
**Spring 2018**

**CS-322PH THEOLOGICAL HERITAGE 3: MEDIEVAL AND REFORMATION**

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March 16-17, 2018 (Friday: 7:00 to 9:00pm; Saturday: 9:00 am to 3:00 pm) at the Comfort Inn, Exton, PA Please gather at 5pm to share a meal with your fellow students at the Red Robin next to the hotel.

April 21, May 12, 2018 (Saturdays – 9:00 am to 3:00 pm) at West Chester United Methodist Church, High and Barnard Streets, West Chester, PA

Course objectives and goals: 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.

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.

**Course texts: Justo L. Gonzalez, *The Story of Christianity*, Volume 1 and 2 (Harper One) James D. Tracy, *Europe's Reformations, 1450-1650* (Rowman and Littlefield, 2<sup>nd</sup> Edition, 2006)**

**Prior to the first class session (March 16-17) read Gonzalez, Vol. 1, pages 231 through 361 (Chapters 26 through 34).**

After reading and studying the Gonzalez text, answer the following question (*in no more than ten (10) pages*).

*Having read the Gonzalez text, in what ways have developments in Eastern and Western Christianity in the Middle Ages (430-1500) influenced the life and ministry of churches today?* Bring your answer to this question to the class session on Saturday, March 17

Requirements for this written exercise (use Times New Roman, 12 point type; double space; record the sources used; paper due without fail on time, but no later than the close of the weekend session (March 16-17, 2018). The paper must exhibit clear thinking and excellent writing. It will count for 50% of the final grade. A second paper on the Protestant Reformation is due after the final class session and will count for another 50% of the final course grade.

Reading for the two Saturdays (April 21 and May 12) includes Gonzalez, Vol. 2, pages 6 through 125 (Chapters 1 through 13).

*Having read the Gonzalez text, in what ways have developments in Eastern and Western Christianity in the Reformation era (1500-1650) influenced the life and ministry of churches today?* Use the same guidelines employed for the first paper.

The paper to be submitted at the close of the final class session (May 12, 2018, 3:00 pm) or it may be sent by email attachment to [jyrigoyen@cs.com](mailto:jyrigoyen@cs.com) or by U.S. postal mail to Charles Yrigoyen Jr., 950 Willow Valley Lakes Drive, Apt. I-106, Willow Street, PA 17584 no later than May 19, 2018. Final papers will not be returned unless an appropriate self-addressed stamped envelope is enclosed or attached to the paper.

## **Citations & Bibliography**

Proper citation is critical. Ideas, concepts, or information derived from other sources or persons other than your own thinking must be acknowledged through footnotes. Any quotation of three words in length or greater must be footnoted.

Use any academically acceptable “notes-bibliography” style for footnotes and citations. A helpful style is “Turabian.”

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

Each paper must have a bibliography, citing all the resources you used in preparing the paper – even if you use only one and it is the assigned reading!

Failure to meet these formatting requirements will adversely affect a grade. Plagiarism is theft, and may result in a failing grade.

## **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.

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 as quickly as possible. 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 student's 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.