

Wesley Theological Seminary
Course of Study
Winter Hybrid | January (online) and 21-22 February (on campus) 2020

COS 322 Theological Heritage 3: Medieval-Reformation

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Purpose of Course

This course contributes to the student's understanding of the Christian heritage and the theological treasury of the Church by tracing major ideas, movements and events from the scholastic movement and the Great East-West Schism, and continuing through the Reformation to the eve of the Evangelical Revival. Drawing on both primary and secondary material as well as one another's insights and reflections, students will develop a comprehensive basic understanding of individuals, decisive events, and theological concepts.

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 and Calvinism, Arminianism, the English Reformation, Pietism, and Puritanism.
3. Understand and articulate reformation-era debates around a range of issues, including: justification and election, sanctification and holiness, the sacraments, church unity, worship and the arts, and the church-state relationship.

Required Texts

Henry Bettenson & Chris Maunder. *Documents of the Christian Church.*

Justo González. *The Story of Christianity, Vol. 2*.*

**It is highly recommended that the student be familiar with the material in Vol. 1.*

Philipp Jakob Spener. *Pia Desideria.*

James Tracy. *Europe's Reformations, 1450-1650.*

Assignments for Part 1 (January)

A. Reading / Listening

1. Listen to the online lecture by Dr. Harrell: "Scholasticism and Prelude to Reform", by Friday, 3 January.
2. Read:
 - a. González (Vol. 2), Part I "The Reformation" (Chapters 1-14)
 - b. Tracy, Parts I "Introduction" (Chapters 1-2) & II "Doctrine to Live By" (Chapters 3-7)

- c. Bettenson & Maunder: from Part II, Section I, Reading II “The Breach Between East and West, 1054” (p. 101), through Part II, Section VIII “The Reformation on the Continent” (p. 231), *except* Section III “Monasticism and the Friars” and Section VII “The Church in England before the Reformation”, Readings I-VIII (these last are optional)
- B. Posting: Every week, each student will make three postings.
1. Every week for four weeks in January, each student will write one (1) original blog post to be shared via Blackboard, in response to a question posted by the Instructor. In each post, the student will incorporate three elements:
 - a. an answer to the Instructor’s question
 - b. a referencing of at least one document (primary text) or idea / learning point (secondary text) that was new or significant to the student, and which bears in some fashion on the Instructor’s question
 - c. a new question that the student has, about which s/he would like to know more
 Original posts will be made by 8:00 a.m. on Mondays, 6 Jan, 13 Jan, 20 Jan, 27 Jan. They are to be between 300-400 words in length.
 2. Every week, each student will respond to two (2) other student’s posts for that week. Each response will engage a point from another student’s posts. They are to be approximately 200 words in length. They will be due by midnight on Thursdays, 9 Jan, 16 Jan, 23 Jan, 30 Jan. This sharing is important to the learning process for everyone, so you will want to:
 - a. respond in a timely fashion,
 - b. be gracious, irenic and kind (even when passionate) in your responses.

Students will be graded *both* on completing the correct number of their posts (three per week) with appropriate quality and engagement of the material, *and* on completing the correct number and quality of their responses to their classmates.

Assignments for Part 2 (February)

A. Reading

1. Read by the beginning of class on campus:
 - a. González (Vol. 2), Part II “Orthodoxy, Rationalism, and Pietism” (Chapters 15-25)
 - b. Tracy, Parts III “Politics” (Chapters 8-11) & IV “Society and Community” (Chapters 12-15)
 - c. Bettenson & Maunder, from Part II, Section IX “the Reformation in England” (p. 232) through Part II, Section XI “The British Churches in the Seventeenth Century” (p. 330 middle)
 - d. Spener, *Pia Desideria*

B. Writing

1. Pick 2 persons, 2 ideas, and 2 events / documents / movements (a total of 6 items) from the following list, and prepare a brief paper (approximately 1 page in length) on each for submission by the start of class on 21 February. See also the “Tips for Academic Papers” in the Course Information section on Blackboard.

Persons

Jacob Arminius
Martin Bucer
Elizabeth II of England
Desiderius Erasmus
George & Margaret (Fell) Fox
Phillip Melancthon
Michael Servetus
Menno Simons
Teresa of Ávila
John Wycliffe

Ideas

ex opere operato
Justification by grace through faith
Priesthood of All Believers
Real Presence
Religious Toleration
Sacrament: Roman and Protestant
Sola scriptura
Via media
Witches

Events / Documents / Movements

Act of Supremacy
Confession of Schleithem
Council of Trent
Edwardian Homilies
Inquisition
Marburg Colloquy
Maryland Toleration Act
Peasants' Revolt
Puritans
Summa Theologiae
Treaty of Westphalia
Westminster Confession

Attendance

Attendance is mandatory at the on-campus weekend. Participation in the online discussions is also mandatory.

Grading

The instructor assumes that everyone in the class is capable of the work required to receive a “B” grade for each assignment. For a more detailed explanation of what various steps of grading,

from “A” to “F” indicate, please see the separate document “Grading” under “Course Information” in Blackboard. Final grades will be mailed to you from the Course of Study Office. They are not posted on Blackboard.

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.

For grading purposes, the following relative weight pertains to the various portions and assignments of the course:

Online portion:	50%
Each original blog post (4 total):	8%
Each response blog post (8 total):	2%
Participation:	2%
Second Half / Campus portion:	50%
Each essay (6 total):	7%
Participation:	8%

Grades may be further adjusted for absences, late work, etc.

Inclusive Language

Bearing in mind that language not only reflects and reinforces, but also contributes to creating social reality, the Seminary expects class conversations and written work to employ language that respects the equal dignity and worth of all persons.

Weather Policy

(This applies to the on-campus portion.) If the seminary is open, we will have class. If the seminary is closed, class is cancelled and the Course of Study office will make arrangements to make up the class. Call the main switchboard at 202-885-8600 to determine if the Seminary is closed. To stay informed, please join Wesley Alerts the emergency notification system by sending an email to wesleyalerts@wesleyseminary.edu .

Academic Integrity

Academic honesty is basic to fruitful study, and an ethical obligation, especially for students in ministry! Be sure to document all sources and use proper citation in written work. Plagiarism is taken very seriously, will be reported to the Dean’s Office, and will result in serious penalties including an “F” in the course. Please consult the student manual if you have any questions regarding what constitutes plagiarism.