

**UNITED METHODIST COURSE OF STUDY:
WESLEY THEOLOGICAL SEMINARY**

COS-322 Theological Heritage III: Reformation

Zoom Meeting Dates: January 15-16, & February 26-27, 2021

Professor: (Rev.) Dr. John R. Tyson
Professor of Church History/ Director of UMC Studies
Colgate Rochester Crozer Divinity School
Rochester, NY.
jtyson@crcls.edu

Each student will be expected to practice a stewardship of mindfulness in balancing self-disclosure with analysis, listening with expressing her/his insights, disagreement with Christian grace. In other words, the course develops the practices of being a beloved learning community.

Course Description:

An examination of the history and theology of the sixteenth-century European Reformation. The goal of this study is to explore the roots, distinctive view points and tensions that shaped the foundation of the main Christian religious traditions we see at work in the modern world. Understanding modern Christianity is an invaluable aid for ministry in the modern and post-modern world.

Format and Methodology:

With the concerns regarding the continued Covid-19 global pandemic, this course will be offered as a combination of synchronous (“in person” and asynchronous (self-directed) learning events. It will proceed in the following format:

1. Six distance learning modules – two of which will be synchronous “intensive live sessions” (Jan. 15-16, Feb. 26-27) hosted on the ZOOM distance communication platform. The “learning modules” are described below, and on the “class modules” section of the Blackboard.
2. Four self-directed, asynchronous study modules in which the student will read, and view learning resources posted on the “class documents” session on the My Wesley Black Board website for this class.
3. Participation (in asynchronous) “discussion forums” (on Blackboard) as assigned for specific learning modules.
4. The written reply to SIX (6) sets of discussion questions posed to you by the Sunshine’s *Reformation for Armchair Theologians* (See “assignments” below for

further information on these brief assignments). The assignments will be sent directly to jtyson@crcds.edu as a MS Word, email attachment.

5. The completion of ONE (1) written summary final project; this too will be sent directly to jtyson@crcds.edu on or before March 13, 2021.

Course Objectives:

1. A knowledge of the major persons, ideas, and developments in the history of the church in the medieval/early modern era.
2. An understanding of the issues and controversies of the era and their effects not just on those in power or those with influence but on ordinary people.
3. An understanding of how the past has helped shape the world, the church, and its theology today.
4. An ability to read primary and secondary sources thoughtfully and critically.
5. An ability to apply what is learned to the present situation of the church as it approaches its third millennium. It is a fundamental belief of this course that knowledge of the past can form the basis of understanding the present.

Course Requirements:

1. Completion of reading/viewing assignments on “course documents”
2. Active and thoughtful participation in discussion forums
3. Completion of all SIX (6) written assignments in acceptable & timely manner
4. Attendance and active participation in ALL synchronous class sessions, no absences are permitted.

Written Assignments:

1. Replies to Sunshine’s Questions:

Written reply to the six (6) sets of Study/Discussion questions (four separate question each time) posed to you in the *Reformation for Armchair Theologians* textbook. Each reply will be carefully written and draw upon the various learning resources utilized in each particular module. Your generalizations need to be substantiated by particular examples from your primary source reading (Janz, *Reformation Reader*, Bettenson, Documents) and other supplementary secondary sources. These are to be typed (MS Word), well documented, and about 4-6 pages in length. They are to be submitted to jtyson@crcds.edu on for before the date specified.

As per the syllabus (below) these assignments are due as follows:

“The Eve,” Sunshine, *Armchair*, p. 18, due **Jan. 14**.

“Luther,” Sunshine, *Armchair*, p. 36 (questions #2, & #3), p. 52, (questions #1, & #2) due **Jan. 23**.

“The Radicals,” Sunshine, *Armchair*, 1-3, on page 69-70, and question #1 on page 86. **Due Jan. 30th**.

“Calvin,” Sunshine, *Armchair*, 157, due **Feb. 6**.

“England,” Sunshine, *Armchair*, 196, due **Feb. 17**.

“Catholic,” Sunshine, *Armchair*, p. 102, due **Feb. 26**.

2. Final Written Project: A summary paper (6-10 pages) which addresses the questions: “In what ways does our Wesleyan/Methodist tradition build upon the five reformations we studied in this course (Lutheran, Reformed, Anabaptist, Anglican, Catholic) and in what ways is it different or distinct from them. In each instance point to particular examples and document your assertions. What does this comparative exercise teach you about your own faith heritage? This paper is due on or before **March 15, 2021**, submitted as a MS Word email attachment to jtyson@crcds.edu .

Required Readings:

Henry Bettenson, and Chris Maunder, editors. *Documents of the Christian Church* 4th edition. (Oxford University Press, 2011) 978-0-19-956898-7

Justo L. Gonzalez, *The Story of Christianity, Vol. 2: The Reformation to the Present Day* (HarperOne, 2010). ISBN:-978-0-06-185589-4

Denis R. Janz (ed.) *A Reformation Reader: Primary Texts with Introductions* (Augsburg Fortress Press, 2002). ISBN-978-0800634735.

Glenn S. Sunshine, *The Reformation for Armchair Theologians* (Westminster John Knox Press, 2005), ISBN: 978-0-664-2215-6

James D. Tracy, *Europe's Reformations: 1450-1650* (Rowman & Littlefield Publishers, 1999). ISBN: 0-8476-8835-6

Recommended Readings:

Alistair McGrath, *Reformation Thought* 3rd Ed. Blackwell, 1999.

Roland Bainton, *Here I Stand: A Life of Martin Luther*. Hendrickson, 2009.

Steven Ozment, *Protestants: The Birth of a Revolution* Harvard, 1993.

Timothy George, *Theology of the Reformers* Broadman, 1999.

John R. Tyson, *Faith, Doubt & Courage: Fifteen Great People of Faith and What we Can Learn From Them*, (Wipf & Stock, 2008).

Grade Calculation:

The grade will be calculated in the following way: Written responses to study questions, and final project 90%; class discussion and contribution 10%.

I. MODULE ONE: Pre-Class Session (Jan. 4-9, 2021)

Late Medieval & Early Modern (as the Context for Reform)

View: “Before Luther: Wycliffe, Hus,” (13 min.)

“Late Medieval Background to Reformation Europe” by Dr. Ryan Reeves

“John Huss” a documentary by Ken Curtis
Power point/ or video lecture: “Welcome to 1490” (JR Tyson)

Read: Sunshine, Ch. 1: “On the Eve of the Reformation”
Janz, Ch. 1: “The Late Medieval Background”
Gonzalez, Ch. 1 “The Call For Reformation”
Tracy, Ch. 1, 2

Write: A reply 4-6 page reply (typed & double spaced) to the FOUR (4) questions posed for you on **Sunshine page 18**. Draw insights gleaned from your primary source readings in **Janz** into this essay as a way of substantiating your points and argument. Your reply, then, is to be a synthesis of what you read in Sunshine, Tracy, Janz, and your own thinking. **Due on or before Jan. 14, 2021.**

II. MODULE TWO: In preparation for our in-class Session (via ZOOM), Jan., 15-16, 2021: Life & Theology of Martin Luther:

View: “Martin Luther” (a two part PBS documentary)
“The Martin Luther Polka” (a funny theological cartoon)
“Luther and the Lutheran Reformation,” (Rick Steves, 50 min. optional)

Read: Sunshine, Ch. 2: “Martin Luther & the Break w/ Rome”
Ch. 3. “Reform of Word and Sacrament”
Janz, Ch. 2: “Martin Luther.”
Gonzalez, Ch. 2: “Martin Luther: Pilgrimage to Reformation”
Ch. 3: “An Uncertain Decade”
Ch. 4. “Luther’s Theology”
Tracy, Ch. 4: “Martin Luther”
Bettenson, pp. 194-226.
Tyson, *Faith, Doubt, Courage*, ch. 9, “Martin Luther” (optional)
Tyson, “Luther’s Theology” (blackboard)
Tyson, “Luther on the Sacraments” (blackboard)
Review chart: “4 Views on the Lord’s Supper” (blackboard)
Review chart: “4 Views on Baptism” (blackboard)

Lecture Topics:

“Martin Luther’s Life”
“The Theology of Martin Luther”
“Luther’s Sacramental Reform”
“Luther and Zwingli”

Post Class Assignment -- Write: A four to six (4-6) page response (double spaced) to the following questions posed for you on Sunshine *Armchair*, **p. 36**: questions two (2) and three

(3). **And** questions one (1) and two (2) on Sunshine, Armchair, p.52. Hence you are replying to **FOUR** (4) questions; two from p. 36 (No. 2 and 3) and two from p. 52 (No. 1 and 2.). Bring your readings from Sunshine, Janz & Bettenson, Tracy etc. together in this essay. **Due on or before Jan. 23.**

III. MODULE THREE: Zwingli and The Radical Reformation (Anabaptists): Jan. 25- Feb. 1 (asynchronous):

- 1. View:** “Ulrich Zwingli,” power point (6 min.) (Blackboard)
“The Radicals” a feature film on the Zwingli & the Anabaptists
“Menno Simons: a Quick Biography,” (30 min.) Ryan Reeves
- 2. Read:** Sunshine, Chapters 4 and 5.
Janz, Chapter 3: “Zwingli & the Radical Reformation”
Gonzalez, Ch.5: “Ulrich Zwingli & Swiss Reformation”
Ch. 6: “The Radical Reformation”
Tracy, Ch. 5: “The German and Swiss Reformation”
Tyson, “Zwingli on the Eucharist” (blackboard)
Tyson, “Distinctives of Reformed Theology” (blackboard)
Tyson, “The Evangelical Anabaptist” (blackboard)
Tyson, “Anabaptists – a few key quotes” (blackboard)
Tyson, “The Distinctives of Anabaptist Theology” (blackboard)
Win Hudson, “Baptists are NOT Anabaptists” (blackboard)
- 3. Write:** a well thought out reply to the questions in Sunshine, *Armchair*, 1-3, on page 69-70, and question #1 on page 86. Integrate your all of your learning resources (film, Janz, etc.) into your reply. Support your generalizations with particular examples. **Due Jan. 30th.** Send to jtyson@crcds.edu

IV. MODULE FOUR: John Calvin and Calvinism: (Feb. 1-6, 2021), asynchronous instruction

- 1. View:** “Who Was John Calvin” (Paul Sargent, 6 min.)
“John Calvin’s work in Geneva,” (Lineage, 6 min.)
“Calvin & Calvinism” (Ryan Reeves, 30 min.)
“Calvin and Servetus” (Ryan Reeves, a Calvinist, 30 min. optional viewing)
- 2 . Read:** Sunshine, chapters 8 & 9.
Janz, chapter 4: “John Calvin”
Gonzalez, Ch. 7: “John Calvin”
Tracy, Ch.6: “German & Swiss Reformation”

3. **Write:** a four to six (4-6) page reply to the **FOUR** (4) questions posed by Sunshine on p. 157. Integrate your primary source readings (Janz, Bettenson) into your replies. Due by email, jtyson@crcls.edu Feb. 6, 2021.

V. MODULE FIVE: The Reformation In England (Feb, 8-13) asynchronous instruction

1. **View:** “Henry VIII & the English Reformation,” (Northern Historian, 7 min.)
Henry VIII & Early Anglicanism (Reeves, 35 min)
Elizabeth I & Later Anglicanism (Reeves, 32 Min.)
“What is an Anglican?” Fr, Klukas (7 min.)
“Bloody Mary – Mary I,” (Realroyalty, 50 min. optional viewing)
“William Tyndale: God’s Outlaw” (re English Bible, 120 min, optional)

2. **Read:** Sunshine, ch. 11.
Janz, ch. 5: “The Reformation in England”
Gonzalez, Ch. 8: “Reformation in England”
Tracy, Ch. 11: “England’s Reformation”
Bettenson, pp. 232-261

3. **Write:** a 4-6 page reply to the **FOUR** (4) questions posed by Sunshine on p. 196. Integrate your primary source readings from Janz & Bettenson into your replies. Due Feb. 17th. at jtyson@crcls.edu

VI. MODULE SIX: Catholic Reformation & Later Developments (Synchronous Class Session Feb, 26-27, 2021. Prior to Class Session:

1. **View:** “Ignatius Loyola & the Catholic Reformation,” (Reeves, 35 min.)
“Catherine of Genoa,” (A.D. Paul, 6 min.)
“Who was Ignatius Loyola?” (Jesuit Productions, 4 min.)
“Women in the 16th century Reformations,” (Wendy Deichman, 13 min.)
“The English Civil War & Puritanism” (Ryan Reeves, 34 min.)

2. **Read:** Sunshine, ch. 6, 10, 12, & 13.
Janz, ch. 6: “The Counter/Catholic Reformation”
Gonzalez, Ch. 12: “The Catholic Reformation”
Bettenson, pp. 261-271

3. **Write:** A 4-6 page reply to the questions on Sunshine, *Armchair*, p. 102, due Feb. 26, by email attachment, jtyson@crcls.edu.

4. Class Lectures and Conversations:

- “Summing up the Five Reformations”
- “Women’s Changing Roles”
- “The Protestant Push for Orthodoxy”
- “Arminius and Arminianism”
- “Puritanism & the Westminster Assembly”
- “The Pietist Impulse”

5. After Class:

1. **View:** “Calvinists vs Arminianisms: Prevenient Grace,” (O’Reiley, 8 min.)
 - “The 5 Points of Calvinism” (AlleBeth Stuckey, 35 min. optional)
 - “Lutheran Pietism,” (Ryan Reeves, 35 min.)
 - “Wesleyan Arminianism,” (Ben Witherington, 8 min.)
 - “U.M. Doctrine: Brief Overview” (Ted Campbell, 35 min.)

2. **Final Written Project:** A summary paper (6-10 pages) which addresses the questions: “In what ways does our Wesleyan/Methodist tradition build upon the five reformations we studied in this course (Lutheran, Reformed, Anabaptist, Anglican, Catholic) and in what ways is it different or distinct from them. In each instance point to particular examples, and document your assertions. What does this comparative exercise teach you about your own faith heritage? This paper is due on or before **March 15, 2021**, submitted as a Ms. Word email attachment to jtyson@crlds.edu .