

Syllabus for CH 235: Church History II

Spring, 2009

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Class Hours: Thursday, 8:30- 11:20 a.m., in G150

Office Hours: Tuesday, 10:00 - 11:00 a.m.; Thurs 1: 00- 2: 00 pm; or by appt.

Course overview:

During the next several weeks we will embark on an amazing, at times overwhelming, but hopefully fascinating journey through nearly a millennium of church history. The continuation of the story that began in CH 125 (Church History I) will resume around the year 1000 and continue until the end of the 20th century, a millennium in a semester! In this course we will concentrate in particular on the Christian experience during the Middle Ages, the Reformation, and the Modern Era. The vital theological issues that comprise the classical discipline of Historical Theology, as well as the details of daily Christian piety and practice that are receiving increasing amounts of attention from historians, are the matters that will occupy most of our attention.

As is the case with most history courses, it is impossible to treat the subject comprehensively in a 14-week term, so we are compelled to identify particular topics for study and reflection. I have identified these topic areas in the weekly schedule for the course. One of the goals of this class is, therefore, to familiarize you as student with the issues involved in these areas and to engage you in theological and critical evaluations. In addition you will have the opportunity to encounter real people-- men and women, clergy and laity--and to observe how they struggled with their faith in their world. The use of source materials in particular, along with the secondary literature, will provide this connection with the past. Finally, it is my hope that you will think both personally and practically about the material we discuss, and incorporate the rich resources of previous generations into your own faith journey and ministry.

Course objectives:

1. Students have awareness of foundational issues and individuals of the past millennium
2. Students are able to critically analyze historical concepts, making appropriate applications to contemporary ministry.
3. Students gain experience in reading and understanding primary historical materials.
4. Students obtain insights into particular historical individuals, benefiting from

their theological and spiritual insights.

5. Students appreciate the global dimensions of the Christian experience, with a greater sense for Christian diversity.

Texts:

Gonzalez, Justo. *The Story of Christianity*, vols. 1 and 2 (1984/85).

Carol Flinders. *Enduring Grace: Living Portraits of Seven Women Mystics* (1993).

Xeroxed materials, articles from Bridenthal and Koonz, *Becoming Visible*, Chapter 4, "Sanctity and Power: the Dual Pursuit of Medieval Women" by McNamara and Wemple; Chapter 7, "Women in the Reformation Era" by S. Wyntjes; and from R. Keller and R. Ruether, *In Our Own Voices*, "Protestant Women and Social Reform," by Joanne C. Brown. And misc. other readings, see class schedule.

Supplemental Readings: (The Bookstore or on Reserve).

Saint Anselm, "Why God Became Human," in *Scholastic Miscellany* (LCC ed.)

Thomas Aquinas, *On Nature and Grace* (Library of Christian Classics ed.)

Dietrich Bonhoeffer, *Letters and Papers from Prison*.

John Calvin, *Writings on Pastoral Piety*

Frederick Douglass, *The Narrative of Frederick Douglass*

Francis and Clare of Assisi, *The Complete Works*

Julian of Norwich, *The Showings*

Martin Luther King, Jr., *Why We Can't Wait*

Thomas a' Kempis, *The Imitation of Christ*

Ignatius Loyola, *The Spiritual Exercises*

Martin Luther, *The Three Treatises*

Marguerite of Navarre, *The Heptameron*

Philip Spener, *Pia Desideria*

Teresa of Avila, *The Interior Castle*

Howard Thurman, *Meditations of the Heart*

Recommended:

Mark Chapman. *Christianity on Trial: African-American Religious Thought before and After Black Power* (1996).

Joseph Lynch. *The Medieval Church* (1992).

Martin Marty, *The Christian World: A Global History* (2007)

Alistair McGrath. *Reformation Thought: an Introduction* (1995).

Merry Wiesner-Hanks. *Women and Gender in Early Modern Europe* (Cambridge, 1993).

Course Expectations and Assignments:

Your commitment to this course is vital to a successful experience. As always, your attendance in class--mind and spirit, along with your body--is truly important. If for some reason you will miss class please contact me or one of the other students. When we meet in class, opportunities for both your participation and leadership will be frequent. To insure that our discussion operates at the best possible level, make certain to complete the necessary reading before class. This is especially important for the days we will discuss the particular texts in class. A portion of your grade (10%)will be determined from your attendance and participation (including discussion outlines). Your interest counts a lot; we love history, right?

You have the option of approaching this class in one of two fashions--what I will refer to as the "Monastic" emphasis or the "Scholastic" emphasis. This is designed to better facilitate your own interests and to allow you to focus your work in a way that will be most effective for you.

The Monastic Emphasis:

This approach stresses developing skills in using church history in pastoral and church educational settings. Assignments are geared to facilitate your abilities in oral and written interpretation of theological and historical materials. Appropriate application of materials to selected settings and clarity of presentations (along with creativity) will form primary criteria for evaluation.

Assignments:

1. **Source Analysis Papers.** Over the term I would like you to write THREE source analysis papers. Essentially, you are responsible for choosing a person and text from the outline, immersing yourself in this literature, and then writing a brief summary of the work and your response. Make certain that you grapple with the individual, their world and their agenda, before attempting to bring these thoughts and ideas into 21st century Ohio (or Michigan, or W. Pennsylvania, etc...). As much as possible, try to connect the issues of your particular text to other issues we have confronted in the course. And of course, make certain to indicate your personal conclusions in terms of your own spiritual journey, your ministry, and the world you confront daily. Each paper should be no longer than seven pages, typed, double-spaced. Also, I would like you to select at least one topic/ individual from each section (Medieval--Reformation--Modern) of the course. Finally... in lieu of a written project, you may elect to submit a creative response for ONE of your final two source analysis papers: i.e., poetry, drama, a banner, music, etc. (40% of grade)

2. **Class Discussions.** I have identified four texts to use as the basis for an in-class

discussion. Each of you will meet with a group of four for the entire semester, and on the designated days will discuss the material together. Every group member will have the opportunity to lead a discussion and will meet with me prior to the class discussion (during lunch or at some other mutually appropriate time). Prior to each session, I will ask you to complete a brief written response that you will turn in to your group leader. (10% of grade, in combination with class participation)

3. Group Project. Each of you will have the opportunity to work with a small group (5-7 people) on a particular topic related to Christian life and experience during the Middle Ages and the Reformation. I have identified four potential topics for class presentations and discussions: Medieval Drama: Mystery, Miracle and Morality Plays; Feast, Fast, and Holy Days of the Christian Millennium; The Printing Revolution; Old Time Religion-- the Music and Message of the Frontier. Your group will have up to half of the period on the appropriate day to present your material to the class in as creative a fashion as possible. Obviously, the more engaging the better. This is a real assignment, however, and you will be graded as a group, so make certain that every person carries their load. On the day you present your work, provide the entire class with a list of appropriate materials and resources you used in assembling your presentation. (20% of class grade)

4. Final Project. Just before the term break, I will distribute a range of scenarios, questions, and conundrums that will require you to bring together the various issues and insights of this course. This synthetic exercise will provide you the opportunity to review what we have covered over the past fourteen weeks and to apply it to particular personal and professional situations. You will be able to choose liberally from a list of situations. This is designed as an attempt to review the content of this course, so how well you complete this depends on how well you represent the issues covered in your reading, class presentations, discussions, and lectures. The completed project should be 12-15 pages. This is due by May 21. (30% of class grade)

The Scholastic Emphasis:

This "track" stresses developing critical, historical skills for use in academic settings or in more formal, written environments. Assignments are geared to facilitate your abilities to interpret historical materials and to present coherent and persuasive argumentation of your understandings. Your ability to identify the arguments of others, and to defend your own theses and historical interpretations will serve as important aspects of evaluation.

Assignments:

1. Source Analysis papers. See above, however all three must be written responses to the text. (40% of class grade)

2. **Class Discussions.** Same as #2 above. (10% of class grade)

3. **Disputation.** Each of you will work with a few other class members to present something like a medieval academic disputation or debate. The event will be structured as a debate, although there is always room for spontaneity and creativity. I have identified two topics for this assignment: the debate surrounding the sacraments in the Reformation era, with particular attention to the Marburg Colloquy; and the "fundamentalism" vs. "modernism" debate of the early 20th century. I will work with each group to identify appropriate resources for your disputation. (20% of class grade)

4. **Research Paper.** You will have the opportunity to develop your own area of expertise in the church history of the Middle Ages to the Modern Era by selecting a comprehensive question to address, and composing a thorough study of your topic. I will distribute a list of suggested topics after the mid-term break, but I encourage you to think about your own interests and to develop a proposal that would be comprehensive in nature. Your acquaintance with relevant materials (including primary sources) and your ability to present effective arguments will serve as primary considerations in this assignment. The paper should be roughly 15 pages in length, excluding bibliography and reference notes. This is due by May 21. (30% of final grade)

For "monastics" or "scholastics"--learning to write clear and effective prose is a skill worthy of any ministry. You have a choice of formats relative to matters of style and scholarly citation--that of the social sciences (APA) or Turabian--so you must select one of these and be consistent. If I encounter too many grammar or spelling mistakes, I will return the paper to you.

Please Note: I expect all of your work to be completed on time, but if there is a problem, and your work will be late, talk to me BEFORE rather than after the fact. In most instances a reasonable penalty will be assessed to late work. Remember, all written work is due by May 21. If an extension is necessary, you must file a formal petition with the Registrar and Academic Dean, I cannot make informal arrangements.

Class schedule:

Medieval Christianity

Feb. 5

Course introductions; The Church at the Year 1000

Reading: Gonzalez I, pp. 277-91

Feb. 12

"Faith seeking understanding," Medieval Christian Thought from Anselm to Aquinas

Reading: Gonzalez I, pp. 292-300, 311-23; Handout from the *Summa Theologica*

Feb. 19

The Papacy and Poverty: Rome's "Fullness of Power" and the Spiritual Reformers

Reading: Gonzalez I, pp. 311-23, 324-41, Flinders, pp. 15-42

Class Discussion: St. Francis and St. Clare, *The Rules*

Feb. 26

Challenges to the Medieval Church: Heresy and Mysticism in the Middle Ages

Reading: Gonzalez I, 342-61; McNamara, Wemple article on Medieval Women; Flinders, pp. 103-27

Presentation: Medieval Drama

The Reformation Era

Mar. 5

Renaissance, Reformation, and Revolution: Luther and the Beginnings of Protestantism

Reading: Gonzalez I, 362-74; II, 1-37

Class Discussion: Luther, "The Freedom of a Christian"

1st Source Analysis paper due

Term Break: March 9- 13

Mar. 19

The Reformations of the 16th Century: Reformed and Radical

Reading: Gonzalez II, 46-69; 172-84, Article on Women in the Reformation Era

Presentation: Printing Revolution

Mar. 26

The English and Catholic Reformations: Transatlantic Implications

Reading: Gonzalez II, 70- 85, 110-25; Flinders, pp. 155-90

Disputation: Sacramental Theology-- Protestant and Catholic

Apr. 2

Pilgrims, Puritans and Christian Faith in the American Colonies

Class Discussion: Coming to America: Explorers, Settlers and Slaves

Reading: Gonzalez I, 379-411; II, 149-63

Holy Week Break: April 6-10

The Modern Era

Apr. 16

Pietism and the Roots of the Wesleyan Tradition

Reading: Gonzalez, 179-216

Presentation: Feasts, Fasts and Holy Days in the Christian Millennium

2nd Source Analysis Paper Due

Apr. 23

American Revivals and Revolutions: Democritizing Christianity in America

Reading: Gonzalez II, 217-31

Presentation: Old Time Religion

Apr. 30

The Social Crises and Response in the 19th century;

Class Discussion: *In Our Own Voices*, "Women and Social Reform"

Reading: Gonzalez II, 238-81; Keller and Ruether, et.al., Chapter 6.

May 7

The "isms" of 20th Century Theology

Reading: Gonzalez II, 282-302, 360-87

Disputation: Fundamentalism vs. Modernism

May 14

Final Class: Christianity Confronts a Post-Modern World; Global Christianity

Reading: Gonzalez II, 303-23, 388-98

May 15: Third Source Analysis Paper Due

All Final Papers and Projects Due: Thursday, May 21

Source Analysis Paper Dates:

Medieval, March 5

Anselm, "Why God Became Man" (in *Scholastic Miscellany*, pp. 100-83)

Thomas Aquinas, *On Nature and Grace*, selections.

Francis of Assisi (Francis and Clare, 25-166) or Clare of Assisi (Francis and Clare, 189-234)

Julian of Norwich, *Showings* (read the longer text)

Thomas a' Kempis, *The Imitation of Christ*

Marguerite of Navarre, *The Heptameron*

Reformation, April 16

Martin Luther, "Address to the Christian Nobility" (*Three Treatises*, pp. 2-112) or "The Babylonian Captivity of the Church" (*Three Treatises*, pp. 115-260)

Huldrych Zwingli, "On the Lord's Supper," and "An Exposition of Faith" (in Zwingli and Bullinger, pp. 185-279)

John Calvin, *Writings on Pastoral Piety*

Teresa of Avila, *The Interior Castle*

Ignatius Loyola, *The Spiritual Exercises*

Modern, May 21

Philipp Spener, *Pia Desideria*.

Frederick Douglass, *The Narrative Life of Frederick Douglass*

Keller and Ruether, *In Our Own Voices* (selected chapters)

Martin Luther King Jr., *Why We Can't Wait*

Howard Thurman, *Meditations of the Heart*

Dietrich Bonhoeffer, *Letters and Papers from Prison*