Course Description and Outcomes
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.

Required Textbooks
  - NOTE: This is the same book used in COS 222


A Note about the Hybrid Format
This course is offered in a hybrid format. That means that 14 of the 20 contact hours will occur in class and the remaining 6 hours will occur online (before the class meets). Please note that the 6 hours of online work is in addition to a normal amount of pre-class work that is required of non-hybrid classes. If you have any problems with the technology aspect of this course, please call Amy Walker at 404.727.4587. She’s here to help!

There are two phases in this particular hybrid class:
- The **PRE-CLASS PHASE** is meant to set the foundation for our time together in person. In advance of class, students will view the online video lectures, complete short writing responses, and read selections from required textbooks.

- The **IN-CLASS PHASE** will be devoted to digging into the course material through lecture and discussion.
Pre-Class Assignments

Pre-Class Assignment A – Online Pre-Class Videos

Six hours of this course are completed through viewing six online videos prior to the beginning of face-to-face courses in Atlanta, and participating in related online discussions of the videos. Six percent (6%) of your total grade will depend on your viewing these videos and participating in the discussion threads related to each video. You will find below a listing of videos with dates by which the videos and their discussion threads must be completed in the Canvas learning management system. All videos will become available for viewing on Monday, April 3, 2017. Students will not receive additional notice of these dates and are responsible for timely viewing and participation in online discussions by the four due dates listed below.

Your contribution to the online discussion in Canvas should occur after you have watched the entire video (or two parts of the video) and read all the previous posts on the Canvas “discussion” that corresponds to the assigned video. You are to post a 1-2 paragraph reply (no less than three sentences). This post should either “reply” to the instructor’s initial comment in the discussion, or reply to one of your classmate’s responses. All comments should be focused on the video content and be respectful of other viewpoints. Opportunity to earn credit for watching the video and contributing to the discussion will be closed at the four dates indicated below.

**Video 1**
Title: Introduction to Medieval and Reformation Church History
Access Video and contribute to online discussion through the Canvas site by **May 15, 2017**

**Videos 2-3**
Titles: Inside the Medieval Mind: Knowledge (Part 1 & 2)
Access Videos and contribute to online discussion through the Canvas site by **May 29, 2017**

**Videos 4a-5b**
Titles:
Inside the Medieval Mind: Belief (Part 1 & 2)
Inside the Medieval Mind: Power (Part 1 & 2)
Access Videos and contribute to online discussion through the Canvas site by **June 12, 2017**

**Video 6:**
Title: The Catholic Reformation
Access Videos and contribute to online discussion through the Canvas site by **June 26, 2017**
Pre-Class Assignments C, D, E & F should be emailed to amy.elizabeth.walker@emory.edu by June 1 in one Word document with the start of each new assignment clearly marked.

Pre-Class Assignment B

Read Part 3 (“Medieval Christianity”) in the first González book (Vol 1: pp.263-445), Parts 1-2 in the second Gonzalez book (Vol 2: pp. 1-292), and then all of the McGrath book (Chapters 1-14). Note that you are not asked to read Vol 1, Part 4, or Vol 2, Part 3 of the González books.

Both of the textbooks for this course give you historical and theological information. González tends more to emphasize the Reformation’s history. McGrath’s book, as the title suggests, focuses more on the thought and the theological contributions of the reformers. You will probably find the González text a little easier to read, the McGrath book nonetheless “assumes that the reader knows nothing about the Christian theology which underlies the Reformation, and explains what [all of the] terms . . . mean, and why they are of religious and social relevance” (McGrath, xii).

Pre-Class Assignment C

Write a short, four page, narrative history of the Protestant Reformation in the 16th Century that incorporates at least eight (8) of the “events” listed in the far right column in the “Chronology” that is printed at the beginning of Part I in your González book, Volume 2 (unnumbered pages 2-5). You will probably find González Vol 2, Part I to be most helpful in this assignment.

Please note that you are not asked to produce an exhaustive record that mentions every single detail about these events. Instead, try to provide a kind of general overview, arranging and describing at least eight of the events in the “Chronology” (and others you want to include). Your overview should briefly describe the nature and significance of the different events, and link them in a coherent historical narrative, e.g., “this event led to two other important events in the early history of Lutheranism . . .” The purpose of this assignment is to deepen your understanding of the sequence and relationship of important events during the Protestant Reformation in the 16th Century. It will be a challenge to describe and connect eight or more events in four pages, so be precise and specific in your narrative!
Pre-Class Assignment D

A significant amount of your reading is focused on Medieval Christianity, and especially the relationship between Medieval Christianity and Reformation Christianity. You have read why the Reformation(s) of the sixteenth century might be understood as a development of Medieval doctrine, politics, and society. You will also have read about the religious and other cultural dissimilarities that begin to develop during the Reformation era, in comparison to the Middle Ages.

In a brief, four-page sermon, focus on both the continuity and discontinuity between the Middle Ages and the Reformation Era. The function of this brief sermon is to cause your audience to reflect both on the similarities and dissimilarities between these two historical eras (Medieval and Reformation), and also the nature of our own contemporary historical era in the twenty-first century. Note that this does not require you to compare our contemporary eras to the past eras point by point. The specific direction and application of your sermon is for you to decide, but it must clearly reference at least three specific continuities, and three specific discontinuities, between Medieval and Reformation Christianity, citing page numbers in our textbook(s) as evidence of their existence. The comparison(s) and/or application(s) to our contemporary era should be specific and concrete, explicitly referencing your local church or related local circumstances.

Pre-Class Assignment E

You will notice that the McGrath textbook presents Martin Luther’s and John Calvin’s theological insights in separate chapters – one devoted to their concept of justification, another to the sacraments, another to their view of the church and so on. Write a three-page essay in which you pull together all these various aspects of Luther’s and Calvin’s reforming insights. In other words, take what the textbook has separated and combine the most essential features into a single, short essay on these great reformers’ thought.

Notice once again that you are asked to be selective; don’t think that you must reproduce every detail of the textbook. In the same way, don’t go into detail about their biographies; focus on their theological reforms.

You should use McGrath’s book as your primary resource for this essay, but supplement it with material from González as you see fit.
Pre-Class Assignment F

Write a two (2) page letter addressed to a sympathetic acquaintance, (perhaps a friend or family member), in which you seek to explain your own religious beliefs and/or practices (the specific beliefs and/or practices are yours to choose) through mention and description of at least four (4) persons, groups, or events in Part II of the González book (pp. 167-292). Unlike the assignment above, these do not need to be listed in the introductory “Chronology” (p. 168ff). The goal is for you to better understand and communicate your own theological voice through historical identification and description of the “orthodoxies, rationalism, and pietism” that are reported in Part II of the González book. You can agree or disagree with the persons, groups, or events you mention. You can, of course, mention individuals and events in the section on “John Wesley and Methodism” (264-274), but these should not take up the majority of your letter. Here are two examples:

Example #1: . . . My own belief and practice that alcohol should be consumed in moderation is similar to the beliefs of many 17th century Puritans, who were opposed to drunkenness but did not disallow alcohol in the Christian’s life (González, page #). For me this means specifically . . .

Example #2: . . . I have come to a belief that the incarnation of Christ is essential to our understanding and practice of baptism and communion. In this I seem to disagree with the beliefs of George Fox and the Quakers in the 17th century, whose spiritualism led them to deemphasize the importance of these sacraments, since they might distract from the truly spiritual (González, page #). I understand the sentiment of Fox and his followers, who were seeking to remove obstacles to the Spirit, but I believe that . . .

[This concludes the Pre-Class Assignment section of the syllabus. Please bring your printed syllabus to the first class; the instructor will not provide printed copies. Note in the schedule (7/10) below that a one-page reading reflection is due the first day of class, in addition to the pre-class work. Don’t be confused by this: in addition to the pre-class work described above, you are to complete and bring one, one-page reading reflection to the first day of class.]
Course Reading and Writing Schedule

7/10 Introduction and Review of Pre-Class Work
Assignment due on this date: (PREPARE THIS READING BEFORE THE FIRST CLASS). Read both of the following texts, available in Canvas, but complete a reading reflection for only one of the two readings (your choice). Bring the printed reflection to our first class.

- Waldensian Legend Concerning the Donation of Constantine to Pope Sylvester
- First two chapters of Erasmus’ *Enchiridion* (“Manual of a Christian Knight”) [Do not read the whole writing! Only Chapters 1 and 2]

7/11 Martin Luther
Assignment due on this date: Read the following two readings, available in Canvas. Complete a reading reflection on only one of the readings (your choice).

- Luther’s *Preface to the Complete Edition of Luther’s Latin Works* (1545):
  - Luther’s “95 Theses,” a.k.a. “Disputation of Doctor Martin Luther on the Power and Efficacy of Indulgences.”

7/12 Ulrich Zwingli and the Radicals of the Reformation
Assignment due on this date: Complete the following reading, available in Canvas, and a reading reflection:

- The Schleitheim Confession (1527)

7/13 John Calvin, English Reformation
Assignment due on this date: Complete the following reading, available in Canvas, and a reading reflection:

- “The Author’s Preface” from Calvin’s *Commentary on the Book of Psalms.*

7/14 Pitts Library Presentation
Assignment due on this date: Complete the following reading from Canvas and a reading reflection:

- Hugh Latimer’s *Sermon of the Plowers* (1549): The style of Latimer’s English is obviously difficult for us to read, but is important to our appreciation of the content and historical context of this sermon. Hang in there!

7/17 Pietism, Rationalism, Romanticism, English Revivalism
Assignment due on this date: Read the following three readings from Canvas. Complete a reading reflection on only one of the readings (your choice).

- Philip Jacob Spener, *Pia Desideria*
- Hume “On Miracles”
- Paine “On the Religion of Deism”

7/18 Top Ten List
Assignment due this date: Top Ten List (see below under “Course Assignments”). The two readings below are optional, but recommended. No reading reflection is due on this date.

- Charles Wesley, “And can it be that I should gain.”
- John Wesley, The Character of a Methodist
Course Assignments

Class participation and preparation [16%]

Reading Reflection [24%]. There are six online readings (linked in Canvas) assigned in the class schedule. After each reading, prepare a one-page reflection paper that includes the following four elements: 1) the author and title of the reading, 2) a brief, 1-2 sentence summary of the reading, 3) identification of an especially important assertion, attitude, or action that you see present in the reading, and 4) a specific, concrete application of this assertion, attitude, or action within your local church or civic community. Your paper will be graded on your ability to succinctly summarize the main purpose of the reading, to recognize a historically or theologically significant aspect of the writing, and to apply this insight in a practical way to present-day circumstances and challenges in your particular locale. The first of these reading reflections is due on the first day of class. (See class schedule above).

Final “Top Ten” List [10%]. For the final day of class, prepare a “top-ten” list (two pages) that addresses the following statement in ranked order (with #1 being the most important): The top ten reasons that Early Church History shapes or challenges my theology. You will have the opportunity to present this list to the group during our final class. This top-ten list will be graded based on the extent to which it accurately and specifically refers to aspects of Early Christianity (e.g., a person, event, idea, teaching, or action), and explicitly describes the effects on your theology. Additional explanation and instructions will be provided during the first day of classes.

How Your Final Course Grade Is Determined

50% Pre-Class Work
24% Reading Reflections
16% Class Participation and Preparation
10% Final “Top Ten” List

COS Grading Scale

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<th>Grade</th>
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<td>A</td>
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**Guidelines for Written Assignments**

- All papers should be typed, double-spaced, and on 8.5x11” paper.
- The font should be Times New Roman, 12 point.
- Margins should be 1” on all sides.
- All papers must include a page number and the student’s last name in the header or footer.
- Note the question you are answering at the beginning of each new section or page.
- All papers must be properly cited. Please use MLA formatting. This is the best website for learning more about MLA format: [https://owl.english.purdue.edu/owl/resource/747/1/](https://owl.english.purdue.edu/owl/resource/747/1/)

**Inclusive Language Covenant**

The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself through continued discussion, reflection, and exploration to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in participation with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.
Directions to Email Pre-Class Assignments

DEADLINE – Email must be received no later than 11:59p.m. EST on June 1, 2017.
Pre-class work received after the deadline will be subject to the late penalty schedule below:
  • Pre-class work received between June 2-8 will receive a one-letter grade deduction.
  • Pre-class work received between June 9-15 will receive a two-letter grade deduction.
  • Students who have not turned in pre-class work by June 15 will be dropped from the class.

EMAIL SUBJECT LINE – The subject of your email should be “Pre-Class Work – COS 322”

THE EMAIL – Your full name, phone number, and email address should be included at the beginning of your email. Pre-class work must be sent as an attachment and not in the body of the email.
  a. Only Microsoft Word documents will be accepted.
  b. All assignments for each class must be in one document. You should send only one attachment with all class assignments; emails sent with multiple documents will not be accepted.

PLAGIARISM – The “Plagiarism Policy” and “Plagiarism Defined” paragraphs below (in red) must be included in the body of your email, not within your pre-class work. The inclusion of the policy and definition in the body of the email verifies that you agree to it and your email will represent your signature (which is a requirement). If the email does not include the plagiarism policy and definition it will not be accepted.
  Plagiarism Policy - I have read the plagiarism definition below and verify that this assignment represents my own work, except where credit is given.
  Plagiarism Defined: “You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation” (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. The Craft of Research, Second Edition. Chicago, IL: University of Chicago Press, 2003.

You will receive a confirmation of receipt within 72 hours of submitting your pre-class work.