All precourse assignments should be emailed to the Course of Study office by June 1, 2016.

**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**

**Course Expectation and Grading**
1. Precourse Work [50% of total grade]
2. Class participation and preparation [16%]
3. Reading Reflection [24%]
4. Final “Top Ten” List [10%]

**Precourse Assignments**
A. **Online Precourse Videos and Discussions:**

Five 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 during which the videos and their discussion threads will be available in Blackboard for viewing and contribution. Students will not receive additional notice of these dates and are responsible for timely viewing and participation. If you do not have a Blackboard User ID contact the COS Office at courseofstudy@emory.edu.

Video 1
Dates of Availability: April 4 – May 9, 2016
Title: Introduction to Medieval and Reformation Church History
Access Video and Contribute to online discussion through the Blackboard site.

Videos 2-3
Dates of Availability: April 25 - May 23, 2016
Titles: Inside the Medieval Mind: Knowledge
Inside the Medieval Mind: Belief
Access Video and Contribute to online discussion through the Blackboard site.

Videos 4-5
Dates of Availability: May 9 – June 6, 2016
Titles: Inside the Medieval Mind: Sex
Inside the Medieval Mind: Power
Access Video and Contribute to online discussion through the Blackboard site.

Video 6:
Dates of Availability: May 23 – June 27, 2016
Title: The Catholic Reformation
Access Video and Contribute to online discussion through the Blackboard site.

The following precourse assignments are to the COS office by the June 1st deadline

B. First read Part 3 (“Medieval Christianity”) in the first González book (Vol 1: pp.263-445), Parts 1-2 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).

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!

D. A significant amount of your reading 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.

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.

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 Precourse work section of the syllabus. Please bring your printed syllabus to the first class; the instructor will not provide printed copies. Note in the schedule (7/18) below that a one-page reading reflection is due the first day of class, in addition to the precourse work.]

In Course Assignments
A. Class participation and preparation [16%].

B. Reading Reflection [24%]
There are six online readings 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 below).

B. Final “Top Ten” List [10%].
For the last 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.

**Course Schedule**
7/18  Introduction and Review of Precourse Work
7/19  Martin Luther
7/20  Ulrich Zwingli and the Radicals of the Reformation
7/21  John Calvin
7/22  Pitts Library Presentation and the English Reformation
7/25  Pietism, Rationalism, and Romanticism
7/26  English Revivalism and Top Ten List

**Course Reading and Writing Schedule**
7/18  Introduction and Review of Precourse Work

Assignment due on this date: (PREPARE THIS READING BEFORE THE FIRST CLASS). Read both of the following online texts, 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]
http://oll.libertyfund.org/titles/191#lf0048_label_001

7/19  Martin Luther

Assignment due on this date: Read the following two online readings. 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):
http://www.iclnet.org/pub/resources/text/wittenberg/luther/preflat-eng.txt

Luther’s “95 Theses,” a.k.a. “Disputation of Doctor Martin Luther on the Power and Efficacy of Indulgences.”
http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html

7/20  Ulrich Zwingli and the Radicals of the Reformation

Assignment due on this date: Complete the following reading and a reading reflection:
The Schleitheim Confession (1527)
http://www.anabaptists.org/history/schleith.html

7/21 John Calvin

Assignment due on this date: Complete the following reading and a reading reflection:

“The Author’s Preface” from Calvin’s Commentary on the Book of Psalms.
http://www.ccel.org/ccel/calvin/calcom08.vi.html

7/22 Pitts Library Presentation and the English Reformation

Assignment due on this date: Complete the following reading 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!

7/25 Pietism, Rationalism, and Romanticism

Assignment due on this date: Read the following three online readings. Complete a reading reflection on only one of the readings (your choice).

Philip Jacob Spener, Pia Desideria

Hume “On Miracles”
http://www.fordham.edu/halsall/mod/hume-miracles.asp

Paine “On the Religion of Deism”
http://www.fordham.edu/halsall/mod/paine-deism.asp

7/26 English Revivalism and Top Ten List

Assignment due this date: Top Ten List (see above under Course Expectations)

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.”
http://www.hymnary.org/text/and_can_it_be_that_i_should_gain
John Wesley, The Character of a Methodist

Guidelines for Written Assignments
• All papers should be typed, double-spaced, on 8 ½” by 11” paper, unless the instructor has asked for a different format specifically within the precourse work. Font should be Times New Roman or something similar and no larger than size 12. Margins are to be 1” on all four sides of each page.
• All papers must include a page number and the last name of the student in either the header or footer of every page.
• You should note the question you are answering at the beginning of each new section of materials.
• All papers should provide citations for all quoted material. You may use MLA, Turabain, APA or Chicago Style.
• Punctuation should be consistent; clarity of meaning is the primary purpose of punctuation. Edit and retype material as needed and check spelling in a standard dictionary.
• All papers should attempt to eliminate discriminatory language—for example: racism, ageism, sexism, classism, and prejudicial usage concerning handicapping conditions.

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 partnership 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 Precourse Assignments**

Please read all the directions below before emailing your assignments to the COS Office, any emails received that do not follow the directions below will not be accepted. You will receive an email confirmation of receipt and if your email is not submitted correctly an email indicating you will need to resend your assignments.

1. Email only courseofstudy@emory.edu your precourse assignments, do not email assignments to the instructors. You are encouraged to email the instructors questions about the assignments.

2. Email must be received no later than 11:59pm on the deadline of June 1st.
   a. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   b. Any precourse work received after June 1st at 11:59pm will be subject to a late penalty.
      * Precourse work received between June 2 – June 30 is 2 letter grade deductions.
      * You will be drop from any course for which precourse work has not been received after June 30th. No precourse work will be accepted at check-in.

3. The course number and the phrase “precourse work” should be the subject of your email:
   **Example** - Precourse Work 223
   a. You will need to send a separate email for each course you are registered to attend.

4. Precourse work must be sent as an attached document and not in the body of the email.
   a. Any version of Microsoft Word will be accepted; **PDF, Word Perfect, and Mac-Pages documents will not be accepted**. If you are using another type of word processing program please convert your document to a version of Microsoft Word before sending.
   b. All assignments for each course must be in **one document**, multiple documents are not acceptable. If you have five paper assignments for one class, combine all assignments into one paper before sending. You should send only one attachment per-class with all course assignments; emails sent with multiple documents will not be accepted.

5. Your FULL name, phone number, and email address should be included in the body of your email.

6. Plagiarism Policy and Plagiarism Defined
   The plagiarism Policy and Defined paragraphs below must be included in the body of your email (both are below), not within your precourse 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. Your email, with the plagiarism policy and definition will be printed and used as the cover sheet for your precourse assignments, because it has the verification of date and time received, and your agreement to the plagiarism policy and definition.
   **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.

7. If you do not follow the procedure your precourse work WILL NOT BE ACCEPTED! You will receive a confirmation of receipt within 24 hours or notice to resubmit following the process.