

**UNITED METHODIST COURSE OF STUDY:  
Course of Study School of Ohio**

**COS 322 – Theological Heritage: Medieval to Reformation  
Summer 2015**

**Meeting Dates:**      **ON Campus – June 19<sup>th</sup> – 20<sup>th</sup>.**  
                                 **ONLINE – June 21<sup>st</sup> – August 1<sup>st</sup>.**

**Professor:**      **Dr. Scott T. Kisker**  
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**Course Description:**

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.

**Course Objectives:**

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 Readings:**

Justo Gonzales, *The Story of Christianity* (volume 1). (ISBN: 9780061855887)  
Justo Gonzalez, *The Story of Christianity* (volume 2). (ISBN: 9780061855894)  
Primary Sources listed below.

**MODULE ONE – ON CAMPUS**

**SESSION 1: Introduction to the Course and the Medieval World View**

Read: Gonzalez vol. I, chs. 30-35.

**SESSION 2: Martin Luther and Reform in the German H R E**

Read: Gonzalez vol. II, chs. 1-3.

**SESSION 3: Luther's Theology**

Read: Gonzalez vol. II, ch. 4.

**SESSION 4: Ulrich Zwingli and Reform in Switzerland**

Read: Gonzalez vol. II, ch. 5.

## **MODULE TWO – ONLINE**

### **Radicals and Anabaptists**

Forum Question: When have you felt isolated from the majority, or even persecuted for your Christian beliefs? What does it mean to be faithful in that circumstance? Post and respond to at least one other classmate.

Read: Gonzalez II, ch. 6.

Read: *Schleitheim Confession*, on Moodle

View: PPT, Radicals and Anabaptists

Forum Question: What are the main differences between Zwingli's and the Anabaptists' understandings of Church (ecclesiology)? Post and respond to at least one other classmate.

## **MODULE THREE – ONLINE**

### **Reform in Spain; Reform in the Papal States**

Read: Gonzalez vol. II, ch. 12.

Selections from Theresa of Avila's, *Interior Castle selection*, (on Moodle)

View: PPT, Reform in Spain and Reform in the Papal States

Forum Question: How did the conflict with Islam affect the reforms overseen by Isabella of Spain and Theresa of Avila? Post and respond to at least one other classmate.

## **MODULE FOUR – ONLINE – July 12 - July 18**

### **John Calvin and French Reform**

Forum Question: How do you understand the statement, "God has a plan for your life?" When have you felt constrained by the will of God to do what you didn't want to do? Post and respond to at least one other classmate.

Read: Gonzalez vol. II, ch. 7.

View: PPTs, John Calvin and French Reform; Calvin's Theology

Read: Calvin, selection from *Institutes 3:21*, on Moodle

Forum Question: Is Calvin convincing on the issue of election? Why or why not? Cite examples from the text. Post and respond to at least one other classmate

## **MODULE FIVE – ONLINE – July 19 – July 25**

### **English Reform**

Read: Gonzalez vol. II, ch. 8.

Scripture Reflection: 2 Kings 23:1-11. What issues does this scripture raise for the relationship between civil and spiritual authority? Post and respond to at least one other classmate.

View: PPT, English Reform: Henry VII and Edward VI

Read: *Selection from Book of Common Prayer*, on Moodle

View: PPT, English Reform: Mary I and Elizabeth I

Forum Question: What is the theology of salvation (soteriology) evident in the order of liturgy from the *Book of Common Prayer*. Cite examples from the text.

## MODULE SIX – ONLINE -- July 26-August 1;

### Orthodoxy, Identity, War, and Pietism

Read: Gonzalez vol. II, chs. 19-21; 16; 24.

Read: *Arminian Remonstrance*, on Moodle

View: PPTs, Continental Orthodoxies and War; Pietism

Read: Spener's *Pia Desideria* (excerpt on Moodle)

Forum Question: What hope does Spener have for the future of Christianity? Does his hope depend on God or humanity?

Submit: Final Project

## IX. METHOD OF DETERMINING GRADE:

### 1. CLASS PARTICIPATION:

- For the community of learning to be most effective, we all need to be engaged. Online engagement has been delineated above and will be graded for level and depth of participation.
- Absences are, frankly, not possible for the online portion of the class. You have seven days for each module. You must find time during those seven days. In-class sessions cannot be excused.
- **Church duties are not an excuse for absence.** Your appointment to a local church takes into account the need for school preparation. As part of your appointment, you are expected to be present. If this creates a problem, please speak to me as soon as possible.
- Part of each in-class session will be devoted to a group discussion. Your participation in the group discussion will determine a portion of the grade.

### 2. FINAL PROJECT:

1. **Create a timeline from AD 1200-1700.** From readings, lectures and class discussion, select 15 people that you think are important for the history of Christianity on your timeline, indicating their lifespan (birth to death) with a line above or below the timeline.
2. Attach an annotated list of people in order of their birthdate. Next to each name, identify each person in 1-3 sentences, include dates, main accomplishments, and a brief reason you think each is important.
3. Select 3 people whom **you** see as being **most faithful**. Write a 1 page theologically grounded explanation of **your** criteria for faithfulness that can account for all three.

### 4. GRADE CALCULATION

The grade will be calculated in the following way:

Class Contributions	20%
Response Posts on Course Site	40
Semester Project	<u>40</u>
Total	100%