I. COURSE DESCRIPTION

CH 635 is the second of three courses in the Trinity School for Ministry history curriculum. It covers Medieval Church History and Early Modern Church History. Students will engage primary and secondary readings in order to engage the lives, practices, and beliefs of Medieval and Early Modern Christians. With the aid of Christian Scripture, students will be encouraged to consider their significance for contemporary Christian living. CH 625, *The Early Church*, is a prerequisite for this course.

II. COURSE OBJECTIVES

In this course, students will:

1. Learn about historical events, and about the lives, practices, and beliefs of Medieval and Early Modern Christians.
2. Reflect upon what it means to study the Medieval and Early Modern churches as Christians, and what it means to be edified by the study of history through engagement with Christian Scripture.
3. Practice the discipline of charitable reading in order to learn from Christians from the past—even those with whom we seem to have little in common.

These objectives will be facilitated through:
Weekly Readings and Reading Reviews

Class Discussion

Book Report and Presentation

Weekly Lectures

Final Essay

III. LEARNING OUTCOMES

The learning outcomes for Trinity School for Ministry are:

1. The student will recognize and identify the biblical theology evident in the coursework. CH 635 will equip students to consider history and the objects of history as biblical theologians.

2. The student will be able to articulate an Anglican understanding of biblical, historical, systematic, and pastoral theology. CH 635 students will consider what it means to study history as Christians and whether there is a properly "Anglican" reading of the early Church. Students of other traditions, especially those in the Lutheran and Presbyterian programs, should be able to articulate the theological perspective of their own tradition.

3. The student will be able to effectively communicate the Christian message to a diversity of people in order to advance the mission of God. To study history is to encounter the other. The skills we can acquire in our responses to and representations of those that have gone before us are directly transferable to our engagements with the living.

4. The student will be prepared to effectively lead in a variety of Christian communities. MDiv: The student will be prepared to lead effectively in a variety of Christian communities. MAR: The student will be equipped to apply scholarship to the life of the church in his or her chosen theological discipline. As Christians we have a common history, which informs and even governs the way we worship and what we believe. Knowing this history and being able to impart it to others is an important part of Christian leadership.

IV. REQUIRED TEXTS

Coakley, John W., and Andrea Sterk, *Readings in World Christian History*. Maryknoll, NY: Orbis, 2004. *Note: This text is also required for CH 625.*


Students will be required to purchase a course reader with supplementary primary texts from the media centre.

Students will also read one of the following biographies. Students will be able to sign up for their biography of choice at the beginning of January. Students are encouraged to purchase their own copy of the book, but it will be available through the library on course reserve.


V. ASSESSMENTS

The professor will provide hard copies of course materials to the students. Please bring a three-ring binder to class as a means of helping you organize and reference these materials, as they will be reviewed throughout the course and some will be used for the final paper. Students will utilize parenthetical notation for all assignments, as articulated in *The SBL Handbook of Style: for Ancient Near Eastern Biblical and Early Christian Studies*. Peabody, MA: Hendrickson, 1999. A summary of this notation can be found [here](#). Use parenthetical notation plus bibliography for the final paper, but parenthetical notation only for the Discussion Questions, Textbook Reviews and Book Report.

**Attendance and class participation.** As the TSM Student Handbook states, “Students who miss more than three classes in one term may forfeit credit for the class and may be in danger of failing the course.” As a matter of courtesy, students who must miss any classes should notify their professors, ahead of class if possible.” Doing the readings ahead of the class is basic to participation. Please come to class with materials in hand. Food is not permitted in class.

**Discussion Questions.** Students will come to class with a hard copy of their answers to questions on the primary readings for the week. These responses are worth thirty percent of the final grade.

**Textbook Reviews.** Students of history must internalize basic historical facts. It is impossible to move on to the most interesting part of doing history, trying to figure out what the facts mean and what we are to make of them today, unless this first step is attended to. Students will, therefore, write a brief summary of the weekly textbook reading before each class. These reviews will be filled out using forms available on the classroom site. Completed reviews will be registered on google classroom and are worth thirty percent of the final grade.

**Book Report and Presentation.** Students will be asked to complete a brief book report on a single historical figure. They will then present a brief fifteen-minute presentation on this figure the following week. Book reports will be submitted to google classroom and are worth ten percent of the grade. The presentation will be worth ten percent of the grade and will be graded by fellow classmates.

**Final Essay.** Students will be asked to write a brief final essay based on the primary readings. The essay will require a deeper engagement with a question that was discussed in class and will be worth twenty percent of the final grade.
VI. EVALUATION

Trinity School of Ministry has the following grade scale: A = 100-95; A- = 94-90; B+ = 89-87; B = 86-83; B- = 82-80; C+ = 79-77; C = 76-73; C- = 72-70; D = below 70; F = below 60. As per The Association of Theological Schools (ATS) requirements, several samples of student work may be randomly selected and used as a class artifact as part of an on-going assessment of courses and degree programs. Students’ names will be removed from any work used for this purpose.

Your written work will be evaluated according to the following criteria: clarity and charity of thought and expression, accuracy of information, and breadth and depth of discussion. I will use letter grades or their equivalent to mean the following:

A (90-100): The material is exceptional. Usually, this means that it is not only clear and accurate but also develops the topic in breadth and depth beyond what is necessary for a good understanding of it. Such material is often, though not always, marked also by creativity, exceptional insight, and/or relatively extensive research.

B (80-89): The thought and expression are clear and the information is accurate. The discussion is broad and deep enough to indicate a solid understanding of the issue. By “broad” I mean that sufficient aspects of the topic are covered, and by “depth” I mean that enough supporting and illustrating material is offered to flesh out the basic thought.

C (70-79): The material shows an adequate grasp of the topic, but at points, the discussion is unclear, inaccurate, narrow or shallow.

D (60-69): The material shows something close to an adequate grasp of the topic but is notably defective according to one or more of the criteria.

F (below 60): The material does not indicate that the student has an adequate grasp of the topic, or it is severely defective according to the criteria.

In the liberal arts, there is always a subjective element in grading insofar as grades reflect qualitative work rather than quantitative measures. For historical and theological work, a number of factors enter into grading: competence in understanding and summarizing material; insightful comments; thoughtful argumentation in addition to summarizing and commenting. Generally, the more of these factors that are present, the higher the grade, but other factors will also be taken into account, for example, organizational coherence, narrative flow of argument, lucidity. (Longer is not necessarily better.)
VIII. EXTENSIONS

 Students are encouraged to meet with the professor to discuss any questions they might have regarding course content or assessments via email. The professor will endeavor to promptly answer emails, but only during regular work hours.

 It is imperative that students notify the professor in advance if they plan to miss a class for medical or personal reasons. With the professor’s consent, students that do so can submit their reading reviews online, but only before class.

 Students that are absent without notification will not receive grades for reading reviews, unless they provide written documentation that accounts for their absence. Late reading reviews that are not accounted for in this way will not be graded as the purpose of the reviews is to stimulate effective involvement in the classroom discussions.

 Textbook reviews will be deducted one half point per day late and will not be graded if they are submitted seven or more days after the deadline.

 The final deadline for all work is 11:59pm on May 13, 2019. Late work will not be graded. Students that believe they are in jeopardy of meeting this deadline should speak to the professor well in advance. If they find themselves unable to complete the coursework by this date because of extenuating circumstances, such as a death in family or a significant illness, must apply for “Incomplete” status. In order to make this request, students must complete the necessary form, which can be found online, and then proceed to obtain my signature. The signed form will be submitted to the Academic Dean for final approval. The request will only be granted in the most serious of cases. Should the application be accepted, the revised due date will not extend beyond six weeks from the last day of class.