

Bexley Seabury

Anglican and Episcopal History: HT 320 (3 Credits) Spring 2021

Meeting Dates: This course begins February 1 and concludes May 7.

There are three synchronous online meetings: February 17, March 24, and May 2. Each synchronous online session meets from 7 PM- 8:30 PM Central Time.

Learning Environment: This is a mostly online course with weekly modules. There are three required synchronous Zoom sessions.

Instructor: Thomas Ferguson

Contact information: tferguson@bexleyseabury.edu

Office hours: I am available to talk by telephone or videoconference, please be in touch if you would like to schedule a time to discuss any questions or concerns you may have.

Course description:

This course is intended to further Bexley Seabury's commitment to addressing global contexts and diversity in race/ethnicity, gender, and culture. This course is an overview of Anglican and Episcopal History, and addresses global contexts and diversity by specifically examining issues of race, class, gender, human sexuality, and globalization within the Episcopal Church and Anglican Communion.

The emphasis in pedagogy is to have students reflect and integrate their own current experience of ministry within the historical and contemporary contexts that have shaped and created Anglicanism.

This course expects that students will have had a general overview or survey course in the History of Christianity.

Each course module begins on a Monday of a given week and concludes on a Sunday.

These sessions are grouped into three units, with a Small Group Discussion in the middle of each Unit and a Reflection Paper due at the end of each Unit.

At the synchronous session at the end of each Unit, 1/3rd of the class will make a presentation based on their Small Group Discussion.

Each student will be **required** to participate in the **Small Group Discussion**, as described in the section on course requirements.

Each student will be **required** to attend the **three synchronous sessions**, as described in the section on course requirements.

Course goals and outcomes:

Students who complete this course will

- Become conversant with a variety of contexts and perspectives across global Anglicanism;
Outcome: understand how the English Reformations shaped key aspects of Anglican historical development; identify major movements for renewal and reform of the church, including the Evangelical Revival, Oxford Movement, and Anglican efforts at social justice; examine the history and development of the Episcopal Church through the present day (MDiv Curricular Outcome 1.2, 1.3)
Assessment: Reflection Papers
- Know the living tradition of Christian faith as richly diverse;
Outcome: describe how Anglicanism has unfolded against issues of expansion and globalization, taking into account how issues of race, class, and gender have shaped and impacted the development of Anglicanism (MDiv Curricular Outcome 1.2, 1.3)
Assessment: Reflection Papers
- Integrate historical material studied into one's own ecclesial context
Outcome: reflect on how material covered has shaped and continues to shape one's own lived experience of Anglicanism. (MDiv Curricular Outcome 1.2, 1.3)
Assessment: Final Exam

Learning Methodology

While history does not necessarily repeat itself, as is often said, history does rhyme: we often see similar issues, challenges, and dynamics come up again and again over time. The methodology in this course will be to look at major issues and elements as they emerge and develop in the history of Anglicanism and the Episcopal Church, and reflect on how we can see how some of these recurring aspects and elements shape our current contexts. We will in particular look at how issues of race, gender, globalization, and efforts to define identity and draw boundaries, among others, have shaped Anglicanism from its very beginning in the Reformation period and continue to do so in our current context.

The emphasis is on identifying patterns and recurring issues, and reflect on how we may see them at work in our current, lived experience of Christianity. Students will be asked to complete three reflection papers that identify an historical issue and apply to it a contemporary situation. There is an integrative, comprehensive final examination which will ask students to track themes as they have developed throughout the course and reflect on a contemporary context.

Required Texts

The following are required texts for the course:

David Hein & Gardner Shattuck, The Episcopalians

Ian Douglas and Kwok-Pui Lan (eds.), Beyond Colonial Anglicanism.

There will be additional items posted to the course website for each session as indicated in the course outline.

Course Requirements

(1) **Required Small Group Discussion.** At the beginning of the semester, the class will be divided in three Discussion Groups.

At roughly the mid-point of each unit, you will engage in a Small Group Discussion during one of the modules. The Discussion Forum for your Group will be posted on the Monday of that module as indicated in the course outline later in this syllabus.

In your Group Discussion, **each student** will be asked to name one important theme or issue they see emerging from the readings from that unit.

You will need to post your issue or theme **by Friday** of that week's module.

Over the weekend, after each person has posted their theme or issue, in continued Group Discussion, **your Group will identify and reach consensus on two issues which you see as the most significant.**

By Sunday of that week's module, you will come to a consensus and post what you think are the two most important issues.

The Instructor will be checking in and moderating all three Discussion Groups, providing feedback, guidance, answering questions, and providing direction.

Your individual post is due by 11:59:59 PM on the Friday indicated in the syllabus.

Your Group Post identifying your two key issues or themes for each Unit is due by 11:59:59 PM Central Time on the Sunday indicated in the syllabus.

None of your posts should be more than 75-100 words. These are not meant to be mini-essays, but to mirror the kind of comments you might make orally in an in-person class.

(2) **Three reflection papers, due when indicated in the course outline.** Each reflection paper is due at the end of one of the three units of the course. Late papers will not be accepted without permission of the instructor, which should be requested in advance of the due date to be considered.

These reflection papers should be on a topic of your choosing, covered in that particular section of the course. In your reflection paper, you should a) explain why you chose this topic; b) set this topic in its historical context by giving a brief summary and overview; and c) cite its relevance in your own current, lived experience of Anglicanism.

For example: in Section 2 of the course, you could choose issues around church-state separation as the topic of a reflection paper. In keeping with the goals of the assignment, I would explain that I chose it because I think the mingling Christianity with the state was contrary to how I understand the gospel; then briefly outline the how the Episcopal Church dealt with church-state

separation after the Revolution; and then conclude by noting how I see this as relevant because of the ways religion and political issues seem to be mingled more and more in some ways.

Each reflection paper **should only cover issues related to that section of the course**. Thus if you chose separation of church and state as your topic in Section 2, you would not give its history cumulative to the whole time period, but only for Section 2, and for example would not need to cover this issues' history during the Reformation.

Your reflection papers should be no more than 1250 words.

The three reflection papers are due February 21, March 28, and May 2 by the end of the day, 11:59:59 PM Central Time. The reflection papers should be sent as a Word or Google doc file directly to me at tferguson@bexleyseabury.edu.

(3) **Take home final examination.** This will be a timed, open-book, open-resource exam. This examination will be cumulative, and will cover the entire semester. This examination will be a single question, and will be in the same format as a question for the General Ordination Exam of The Episcopal Church, in order for students to be able to practice in advance of required canonical examinations for ordination. You will have 3 ½ hours to complete the final exam once you begin taking it, and the length of your answer should be no more than 1250 words.

The Take-Home Final Examination is due by 11:59:59 PM Central Time on May 7. The Final Examination should be sent as a Word or Google doc file directly to me at tferguson@bexleyseabury.edu.

The reflection papers and final examination should be within 10% of the word limit on either end, that is, between 1125 and 1375 words.

4) Participation in Synchronous Sessions

Students are also required to participate in the three synchronous sessions. The synchronous sessions come at the end of each of the three units of the course.

At each Synchronous Session, one Discussion Group will present their small group discussion to the class as a whole. Discussion Group 1 will present at Synchronous Session 1, Discussion Group 2 will present at Synchronous Session 2, and Discussion Group 3 will present as Synchronous Session 3.

At your presentation, your Group will

- Briefly go over all the themes or issues that you discussed;
- Name the two issues or themes you chose as the most significant; and
- Explain why you chose those two issues; and
- Where you see them present and active in your current lived experience of Anglicanism.

The Synchronous Sessions will also have dedicated time to ask any questions of the Instructor about any of the course material.

Weight of Each Requirement:

Small Group Discussion counts for 10% of your grade in the course. Each unit's Small Group Discussion is worth 10 points: if you participate in the discussion and your Group names your two significant themes, you get an "A" and get the points.

Attendance at the three synchronous sessions count for 10% of your grade in the course. Each synchronous session is worth 10 points; if you attend and participate, you get an "A" and get the points.

Each reflection paper will count for 10% of your grade for the course.

The final exam will account for 50% a student's grade and will be the assessment artifact for this course.

CEU students need to participate in Small Group Discussion and complete the final exam to receive credit. CEU students do not need to submit the Reflection Papers. Auditors are not required to complete any of the requirements, but are expected to attend and participate.

Completion of course evaluation is required for students taking the course for academic credit.

Course Grading and Feedback:

This course is evaluated on a letter grade using the follow scale:

Bexley Seabury requires a minimum grade of C to pass a course.								
Grade	Poin ts	Description	Grade	Poin ts	Descrip tion	Grade	Poin ts	Description
A (4.00)	96- 100	Superior/Master y	A- (3.67)	90- 95	Excellent Good (low)	B+ (3.33)	87- 89	Very Good Acceptable (high)
B (3.00)	84-86 70-74	Good (high) Acceptable/Adeq uate	B- (2.67)	80- 83		C+ (2.33)	75- 79	
C (2.00)	<70	Unacceptable (Fail/No Credit)						
F/NC (0)								
A grade of "P" in a Pass/Fail course is equivalent to a grade of C or above.								

The rubrics for the Reflection Paper and Final Exam are attached at the end of this syllabus.

I respond normally within 24 hours to posts to online discussion forums, and return assignments within a week of the due date.

A Word about Assessment:

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data, including documents that are deposited into student portfolios. These portfolios consist of

designated student work (artifacts) from each course, along with the instructor's graded artifact and a scored rubric that assesses the work in light of desired curricular outcomes.

The designated assessment artifact for this course is the take home final examination.

We use your portfolio to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of your work for grading purposes. No identifying information will be included in any evaluation or report provided to our accreditors or other outside parties. For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Assessment Coordinator (Lelia Fry, lfry@bexleyseabury.edu), or the Academic Dean, (Terry DeLisio, tdelisio@bexleyseabury.edu).

Course Schedule and Outline

Unit 1: Introduction and Formation of Anglicanism

February 1-7 Introduction and Overview: Background to Reformation

Read: Carter Lindberg, European Reformations, Ch. 2-3 (available on course site)
Erasmus, In Praise of Folly, excerpts (available on course site)

February 8-14 English Reformation 1

Read: Oxford History of Anglicanism, Vol 1, Chapters 2-3 (available on course site)
39 Articles of the Church of England (available on course site)

February 8: Small Group Discussion Forum posted.

February 12: Deadline to submit your Small Group Discussion post.

February 14: Deadline to reach consensus and post your top two themes for unit so far.

February 15-21 English Reformation 2

Oxford, Vol. 1, Chapters 4; Vol. 2, Ch. 2 (available on course site)
Act of Toleration (available on course site)

February 17: Synchronous Session 1. Group 1 presents.

February 21: First Reflection Paper Due

Unit 2: Anglicanism Expands

February 22-28 Anglicanism in America 1: Colonial Anglicanism

Hein and Shattuck, Ch. 2-3

William White, Case of the Episcopal Churches, Considered; 1789 Constitution of the Episcopal Church (available on course site)

March 1-7 Evangelical Revival

Oxford, Vol. 2, Ch. 24-25

John Wesley, "General Rules of the Methodist Societies,"; Hannah Moore, "Sorrow of Yamba"; "Life of Deveraux Jarrett" (available on course site);

March 8-14 Anglicanism in America 2: Early Episcopal Church

Hein & Shattuck, Ch. 4-5

Pastoral Letter of the Protestant Episcopal Church in the Confederate States; Phillips Brooks, "Abraham Lincoln"; Muhlenberg Memorial (available on course site)

March 15-21 Oxford Movement and Catholic Revival

Oxford, Vol. 3, Ch. 9; Guelzo, For the Union of Evangelical Christendom, Ch. 2

Tracts for the Times, Tract 1; Tract 4; Charles McIlvaine, "Oxford Divinity" (available on course site)

March 15: Small Group Discussion Forum posted.

March 19: Deadline to submit your Small Group Discussion post.

March 21: Deadline to reach consensus and post your top two themes for unit so far.

March 22-28 Episcopal Church in the 19th Century

Hein & Shattuck, Ch. 6; Harold Lewis, Yet with a Steady Beat, Ch. 4.

"An Account of a Conference Held at Sewanee, TN"; "Report of the Joint Committee on Memorial from Conference of Workers Among Colored People" (available on course site)

March 24: Synchronous Session #2

March 28: Second Reflection Paper Due

March 29-April 4: No Class: Holy Week and Easter

Unit 3: Anglicanism in the Modern World

April 5-11 Anglicanism, Mission, and Imperialism

Oxford, Vol. 3, Ch. 6; Titus Presler, Horizons of Mission, Ch. 4

Julia Chester Emery, "Report of the Women's Auxiliary to the Board of Missions"; Amy Burt, "U.T.O. Worker at Appalachian School"; Jackson Kemper, "Duty of the Church with Respect to Missions" (available on course site)

April 12-18 Movements for Change and Social Justice

Oxford, Vol. 3, Ch. 10, 23; Addison, History of the Episcopal Church, Ch. 20, 23

Constitution on the Advancement of the Interests of Labor; Vida Scudder, "Social Problems Facing the Church" (available on course site)

April 19-25**Anglicanism and Episcopal Church, 20th Century**

Hein & Shattuck, Ch.7; Oxford, Vol. 4, Ch. 5, 8

Integration Crisis at Sewanee; John Hines, Sermon to General Convention; Carter Heyward, "A Priest Forever" (available on course site)

April 19: Small Group Discussion Forum posted.

April 23: Deadline to submit your Small Group Discussion post.

April 25: Deadline to reach consensus and post your top two themes for unit so far.

April 26-May 2**Anglicanism Today**

Hein & Shattuck, Ch. 8; Oxford, Vol. 4, Ch. 15; Beyond Colonial Anglicanism, Chapters 1-3
Communique from 2016 Primates Meeting; The Windsor Report, Section C (available on course website)

May 2: Final Synchronous Session

May 2: Third Reflection Paper Due

May 3-7: Take-Home Final Exam

May 7 Final Exam Due; End of Course

ALL STUDENTS IN BEXLEY SEABURY COURSES ARE EXPECTED TO BE FAMILIAR WITH THE FOLLOWING INFORMATION THAT IS PROVIDED ON CANVAS:

- ACADEMIC POLICIES AND FORMS;
- REQUESTS FOR WITHDRAWALS, EXTENSIONS, AND INCOMPLETES;
- TECHNOLOGICAL REQUIREMENTS AND ASSISTANCE,
- WRITING GUIDELINES AND ASSISTANCE;
- COURSE NETIQUETTE;
- PROHIBITION OF PLAGIARISM

Reflective writing

Class Element	Outstanding 3	Sufficient 2	Insufficient 1	Score
Engages the reader by establishing a context and analyzing a personal situation	Effectively identifies a condition, situation, or issue in order to analyze a personal situation. Insightful analysis conveys significance of the condition, situation, or issue.	Clearly identifies a condition, situation, or issue in order to analyze a personal situation. Analysis conveys significance of the condition, situation, or issue.	Identifies a context, a situation, or an issue but does not engage in analysis.	
Creates a coherent organizing structure.	The response is skillfully organized from beginning to end; opening, body, and closure are appropriately complex.	The response is clearly organized from beginning to end; opening, body, and closure are appropriately complex.	Produces an organization that is incomplete or one or more elements causes confusion.	
Demonstrates understanding of English language conventions and uses <i>Turabian</i> appropriately.	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling. Uses <i>Turabian</i> appropriately.	Demonstrates control of grammar, usage, punctuation, sentence construction, and spelling. Infrequent errors do not interfere with meaning. Uses <i>Turabian</i> appropriately.	Did not proofread essay. Essay demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	
			<i>Total score</i>	
			<i>Average score</i>	

Final Exam

Class Element	Outstanding 3	Sufficient 2	Insufficient 1	Score
Identifies relevant historical issues and events	Correctly lifts up appropriate historical events that answer the question posed and provides a thorough range of examples to support the response.	Identifies elements that support a minimal but adequate response to the question posed.	Does not identify relevant examples, or does not provide examples sufficient to support the response.	
Relates events and concepts to current context	Skillfully and deliberately integrates these historical events and concepts into a reflection on contemporary situations, thoroughly noting how they shape current context.	Properly makes connections between historical events and concepts and a current, contemporary context.	Does not relate events and concepts to current context; or, improperly or incorrectly applies events and concepts; or applies them to something other than a current, contemporary context.	

Demonstrates understanding of English language conventions and uses <i>Turabian</i> appropriately.	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling. Uses <i>Turabian</i> appropriately.	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling. Infrequent errors do not interfere with meaning. Uses <i>Turabian</i> appropriately.	Did not proofread response. Response demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	
			Total Score	
			Average Score	