Bexley ✠ Seabury

Anglican and Episcopal History: HT 320 (3 Credits)
Spring 2022

Learning Environment: This is an entirely online course: there are no synchronous learning sessions. There are scheduled drop-in sessions, see the next section for details.

Meeting Dates: This course begins January 31 and concludes May 6.

There are three *optional* synchronous online meetings: February 15, March 15, and April 25. Each synchronous online session meets from 7 PM - 8 PM Central Time. These are not required sessions, but are opportunities for you to ask any questions about the course.

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 "session" begins on a Monday of a given week and concludes on a Sunday. These sessions are grouped into three units, with a Reflection Paper due at the end of each unit.

Participants will be responsible for completing the assignments for a given session **during that session**. The online discussion forum will be posted on Wednesday of each session, and you will have until Sunday to post a response to the discussion question, and to respond to one other student's post.

Each student will be **required** to participate in the weekly online discussion forum, 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

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. Each artifact is graded and accompanied by a scored rubric that assesses the work in light of desired curricular outcomes. The designated assessment artifact for this course is the 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, (Jason Fout, jfout@bexleyseabury.edu).

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.

Course Required and Recommended Resources

The following are required texts for the course:

Robert Prichard, History of the Episcopal Church 3rd Revised Edition - ISBN 978-0819228772
Ian Douglas and Kwok-Pui Lan (eds.), Beyond Colonial Anglicanism.
J.H.R. Moorman, A History of the Church in England

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

Students are expected to access the "Tech Help" resources via the button at the bottom of the Canvas home page for a description of technology requirements.

Course Expectations and Assignments

(1)   Required contribution to online discussions.   Each student is required to participate by **posting at least once** in the weekly online discussion, **and by responding at least once** to another student's post. Your posts/comments should be **no more than 150 words**: they are not meant to be essays, but your thoughts and reflections on the discussion question posted. Think of them as the kind of comment you would make in class. **Students are expected to complete their online discussion during the week that particular session takes place.** Students who fall behind need to be in contact with the instructor. You must both post and respond to another's post by 11:59 PM Central Time on Sunday evening of that week's session in the syllabus.

(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 anything that occurred during the Reformation.

Your reflection papers should be no more than 1250 words.

The three reflection papers are due February 20, March 27, and May 1 by the end of the day, 11:59 PM Central Time. The reflection papers can be uploaded through the "Assignments" section on the Canvas course site.

(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 PM Central Time on May 6. The Final Examination uploaded through the "Assignments" section on the Canvas course site.

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

Weight of Each Requirement:

Small Group Discussion counts for 20% of your grade in the course. Each unit's Small Group Discussion is worth 10 points: if you participate in the discussion and respond to another student's post, 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 weekly 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.

Participation in worship, while not required, is an integral part of students' formation.

Course Evaluations:

Course evaluations are an important part of the educational process. They help instructors understand what is working well for a course and what might benefit from some changes. I take course evaluations very seriously, and have reorganized the course, added and dropped different texts, and reshaped assignments in light of student feedback.

Students taking the course for credit are expected to complete the evaluation as part of their participation in the learning experience. Auditors are encouraged to complete the evaluation as well. Evaluations will be available in Populi near the end of the course and will remain open until the grade deadline for each term. Evaluations should be completed based on your experience of the course and should not be based on your final grade. For this reason, during the grading period, you will not be able to see your grade in Populi until you have completed the evaluation. After the grade deadline, you will be able to see your grade in Populi, but you will no longer be able to share your voice through the course evaluation.

Better Practices for Zoom Sessions

Zoom works best when certain criteria are met:

- The latest version of Zoom is installed. Periodically check for updates and download the latest version.
- One computer : one user. Everyone should have their own device (including camera and mic) and Zoom link. This helps everyone come to the space equally. (or something along these lines)
- If you are in a shared or noisy space, use headphones/earbuds. In general, it is normally best to keep your mic muted unless you are speaking. This helps minimize background noise.
- Minimize distractions around you (try to be in the same location for the duration of the session). If you must be in transit, mute your mic.
- Plan ahead to ensure you have a stable internet connection for the duration on the session. If your connection becomes unstable, it may be helpful to turn off your video when you speak.
- Otherwise, cameras should generally be on, unless you need to step away to take care of something. This contributes toward demonstrating your presence and participation in class during the session.

Course Grading and Feedback:

Masters-level students will receive letter grades unless the seminary lists the course as a pass/fail course or offers a pass/fail option and the student requests that option.

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

Please be aware that the Canvas gradebook reflects cumulative grades for assignments for your course, but the final official grade for the course will be recorded manually by the instructor in Populi.

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

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	**Points**	**Description**
A (4.00)	96-100	Superior/Mastery

A- (3.67)	90-95	Excellent
B+ (3.33)	87-89	Very Good
B (3.00)	84-86	Good (high)
B- (2.67)	80-83	Good (low)
C+ (2.33)	75-79	Acceptable (high)
C (2.00)	70-74	Acceptable/Adequate
F (0)	< 70	Unacceptable (Fail)
A grade of "P" in a Pass/Fail course is equivalent to a grade of C or above.		

Academic Policies

All students in Bexley Seabury courses are expected to be familiar with the following information that is provided on Canvas, in Student Resources:
- Academic policies and forms
- Requests for withdrawals, extensions, and incompletes
- Technological requirements and assistance
- Writing guidelines and assistance
- Course Netiquette
- Prohibition of plagiarism

Course Schedule and Outline

Unit 1: Introduction and Formation of Anglicanism

January 31-February 6: Introduction and Overview: Background to Reformation

Read: Carter Lindberg, <u>European Reformations</u>, Ch. 2-3 (available on course site)
Moorman, Chapters 9-10
Erasmus, <u>In Praise of Folly, excerpts</u> (available on course site)

February 7-13   English Reformation 1

Read: Moorman, Chapters 11-13
39 Articles of the Church of England (available on course site)

February 14-20   English Reformation 2
Moorman, Chapters 14-15
Act of Toleration (available on course site)

1st Optional Synchronous Session: February 15

February 20: First Reflection Paper Due

Unit 2: Anglicanism Expands

February 21-27   Anglicanism in America 1: Colonial Anglicanism

Prichard, Chapters 1-4

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

February 28-March 6   Evangelical Revival

Moorman, Chapters 16-18
John Wesley, "General Rules of the Methodist Societies,"; Hannah Moore, "Sorrow of Yamba"; "Life of Deveraux Jarrett" (available on course site);

March 7-13   Anglicanism in America 2: Early Episcopal Church

Prichard, Chapter 5-6
Pastoral Letter of the Protestant Episcopal Church in the Confederate States; Phillips Brooks, "Abraham Lincoln"; Muhlenberg Memorial (available on course site)

March 14-20   Oxford Movement and Catholic Revival

Moorman, Chapter 19; 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:   2nd Optional Synchronous Session

March 21-27   Episcopal Church in the 19th Century

Prichard, Chapter 7; 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 27:   Second Reflection Paper Due

Unit 3:   Anglicanism in the Modern World

March 28-April 3   Anglicanism, Mission, and Imperialism

Moorman, Chapter 21; 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 4-10   Movements for Change and Social Justice

Moorman, Chapter 20; Prichard, Chapter 8; 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 11-17   No Class: Holy Week and Easter

April 18-24   **Anglicanism and Episcopal Church, 20th Century**

Prichard, Chapters 8-10;
Integration Crisis at Sewanee; John Hines, Sermon to General Convention; Carter Heyward, "A Priest Forever" (available on course site)

April 25-May 1   **Anglicanism Today**

Prichard, Chapter 11; Beyond Colonial Anglicanism, Chapters 1-3
Communique from 2016 Primates Meeting; The Windsor Report, Section C (available on course website)

April 25:   **3rd Optional Synchronous Session**

May 1:   **Third Reflection Paper Due**

May 2-6:   **Take-Home Final Exam**

May 6   **Final Exam Due; End of Course**

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 *Turabian* appropriately.	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling. Uses *Turabian* appropriately.	Demonstrates control of grammar, usage, punctuation, sentence construction, and spelling. Infrequent errors do not interfere with meaning. Uses *Turabian* appropriately.	Did not proofread essay. Essay demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	
			Total score	
			Average score	

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 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 *Turabian* appropriately.	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling. Uses *Turabian* appropriately.	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling. Infrequent errors do not interfere with meaning. Uses *Turabian* 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	