

Bexley Seabury

Anglican Spirituality and Ethos PSF302 (3 Credits)

Term and Year Offered: Spring, 2022

Learning Environment: This course is offered in an asynchronous online format.

Meeting Dates/Times/Place: January 31, 2022 – May 6, 2022

This asynchronous course is divided into eight *Learning Modules*. The course begins January 31 and ends May 6 with completion of the Final Self-reflection Paper.

About Your Instructor: KyungJa Oh (she/her)

Contact Information: kjoh@bexleyseabury.edu

Office Hours: Please email to schedule an appointment via Zoom.

Course Description: Welcome to Anglican Spirituality and Ethos!

This course will explore the nature and practice of Anglican spirituality as it is expressed in art, film and literature. Citing examples spanning the 15th to 20th Centuries, students will experience Anglicanism's historic emphasis on Incarnation over Atonement as the basis of salvation and the Anglican tendency to talk not so much about grace as to make it visible in words, music, movement and through the visual arts. Students will experience the manner by which these examples demonstrate a theological perspective that some Christian traditions call "worldliness," but still remain profoundly mystical at the same time. By immersing participants in a variety of nonverbal media alongside assigned texts, this course aims to stimulate right-brain thinking and facilitate learning through sight and sound as well as through written word.

Course Goals and Outcomes:

Through guided self-study, students who complete this course will:

Goal 1

Refine students' ability to recognize the unique character of Anglican spiritual expression across a variety of eras and cultures as well as in their local contexts. [MDiv Curricular Goal 1]

- **Course Learning Outcome:** Familiarity with the history of Insular Christianity, the English Reformation and movements for renewal and reform of the Church, including the Evangelical Revival, Oxford Movement, Lux Mundi, Anglican movements for social justice and the creation and growth of the American Episcopal Church. [MDiv Curricular Outcomes 1.2, 1.3, 3.1.]
- **Assessment:** This outcome will be assessed by individual reflective writing, group discussions and the final reflection paper.

Goal 2

Give students a framework with which to grow in their personal faith and increase their ability to engage in theological reflection using the hallmarks of the Anglican approach to Christianity described above (practical, spiritual, rooted in love, experiential). [MDiv Curricular Goal 4]

- **Course Learning Outcome:** Ability to distinguish Anglican spirituality and ethos from other Christian approaches without claims of its superiority or the inferiority of other traditions. [MDiv Curricular Outcomes 3.1, 4.1, 4.2]
- **Assessment:** This outcome will be assessed in online forums, discussions and final paper.

Goal 3

Give students the opportunity to practice a variety of cultural resources and develop the cultural competencies needed for effective, empowering and contextually appropriate leadership in diverse, multicultural congregations and communities. [MDiv Curricular Goal 3]

- **Course Learning Outcome:** Demonstration of awareness of the troubled history of the expansion of the Church of England into a global communion as well as the deliberate actions of the American Episcopal Church to exclude non-white people from leadership and even membership in the denomination. [MDiv Curricular Goal 3.2, 3.3, 3.4, 4.3]
- **Assessment:** Final Paper: Self-Reflection (will be used as the portfolio artifact)

A Word About Assessment: From Course Outcome Assessment to Program 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 Self-Reflection*.

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:

By immersing participants in a variety of nonverbal media alongside assigned texts, this course aims to stimulate right-brain thinking and facilitate learning through sight and sound as well as through written word. The structural design of this course is intended to guide students through this self-guided class and does so in three different ways.

First, this course is organized into eight self-directed "Modules" (or topics) with the dates that the Module will be "open" and "closed" on Canvas. An open Module means that students are able to access text, watch videos, post assignments and responses, etc. The date the Module ends is the due date for all assignments in that given Module.

Second, each Module is divided into "Sections" to help students navigate through the course work. For example, a Module containing 4 Sections lets students know on sight that there are 4 assignments to complete for that Module so they can plan time accordingly. Students are to manage their own time within the Module structure of the class.

Third, estimates of how long a particular assignment may take to complete also are included to help as a guide. Because we all work at varying speeds and have different schedules, these estimates may be slightly off for each individual, but I provide them here as useful guidelines.

Course Required and Recommended Resources:

- Macaulay, Rose, *The Towers of Trebizond*, New York: Farrar, Straus and Giroux, 1956. (ISBN: 978-0-374-53363-2)
- Wolf, William J., ed., *Anglican Spirituality*, Connecticut: Morehouse-Barlow Co, Inc., 1982. [PDF also is provided within the Canvas Module in which it is assigned]

Supplemental Reading

Supplemental reading and video presentations will be assigned in some Modules. Online links for these resources will be provided on the course Canvas site.

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

In order to receive full credit for this course, all assignments must be completed.

[All assignments in each Module are due by the final date of that Module.]

Introductions Student Self - Introductions
(January 31-February 2)

Module 1 (10%) Anglican Spirituality (Classic Foundation)
(February 3-15)

Module 2 (10%): The Book of Common Prayer
(February 16-23)

Module 3 (10%): The Oxford Movement
(February 24- March 7)

Module 4 (10%) Spirituality and Ethos in Art and Film
(March 8-14)

Module 5 (15%): Spirituality, Ethos and Atonement
(March 15-21)

Module 6 (15%) Spirituality in Literature: *The Towers of Trebizond*
(March 22-April 9)

Module 7 (15%) Worldliness, Ethos and Spirituality
(April 18-27)

Module 8 (15%): Final Paper: Self-Reflection (course artifact for portfolio)
(April 28-May 6)

CEU students are expected to complete all assignments with the exception of the Final Self-reflection Paper.

Audit students are not expected to complete any written assignments.

Work that is turned in after the assignments' due date are considered late and may have point(s) deducted from the assignment grade.

Feedback will be received 48hrs after the assignment due date

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

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.

Please note that these evaluations offer the instructor important information that will (and has) prompted revisions and adjustments to this course based on student input.

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 & Feedback:

This is a graded course.

Rubrics used in evaluation of course assignments are posted on the Canvas course site.

Grading and Feedback Expectations

Instructor and students will respond appropriately and in a timely manner.

The instructor and students will respond to posted reflections and class responses within the context of the post thread no later than two days after the post is due.

In the case of papers, the instructor will provide student feedback within four days. Papers posted for class response will also be provided within the thread of the paper within four days of the paper due date. Individual grades for students will be visible to individual students through the Canvas site.

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.

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.		

Course Schedule:

Introductions
(January 31-2)

Student Self - Introductions

Assignment: Student Introductory Videos and peer responses

Module 1 (10%)
(February 3-15)

Anglican Spirituality (Classic Foundation)

Assignment: Read Wolf, *Anglican Spirituality*

Assignment: Abstracts on Articles
(graded weight 40% of Module points)

Assignment: Response to one article
(Graded weight 60% of Module points)

Module 2 (10%):
(February 16-23)

Module 5 (10%): The Book of Common Prayer

Assignment: View videos

Assignment: Self-reflection and response to classmates
(grade weight: 100% of Module points)

Module 3 (10%):
(February 24- March 7)

The Oxford Movement

Didactic: The Oxford Movement

Assignment: Writing Post on Canvas

Module 4 (10%)
(March 8-14)

Spirituality and Ethos in Art and Film

Didactic: High Renaissance and Baroque Art

Assignment: Students share examples of art of other periods that also demonstrate characteristics presented in the didactic resources
(grade weight: 40% of Module points)

Assignment: Students watch 2 films (TBA in Module 4); contrast and compare on Canvas storylines and characters focusing on ethos
(grade weight: 60% of Module points)

Assignment: Students respond to posts on Canvas

Module 5 (15%):
(March 15-21)

Spirituality, Ethos and Atonement

Assignment: Students view video presentations and reflect

Assignment: Student respond to others
(grade weight: 100% of Module points)

Module 6 (15%)
(March 22-April 9)

Spirituality in Literature: *The Towers of Trebizond*

Assignment: Read *Towers of Trebizond*

Assignment: Write a spiritual character study and Post on Canvas
(grade weight: 100% of Module points)

Module 7 (15%) **Worldliness, Ethos and Spirituality**
(April 18-27) Assignment: Didactic: The Boarding School
Movement for Indigenous children
Assignment: Students' post response to others
(grade weight: 100% of Module points)

Module 8 (15%): **Final Paper: Self-Reflection** (course artifact for portfolio)
(April 28-May 6) Assignment: For your final paper, you will write approximately five
(5) **concise and well written pages** (12pt minimum font/double spaced) in
which you integrate your learnings from this course as well as your own
personal experience to answer the following:

In this course, we have examined the classical understanding of Anglican Spirituality and Ethos, looked at theological influences of it and upon it, the impact of social/political issues that have shaped it, and we looked at examples of expressions both in the fictional and nonfictional settings. Your reflection should address these four questions:

1. How do you understand your own spirituality and ethos, and where it comes from?
2. Are we, as a Tradition, more aware now of the impact of our actions in our current cultural climate?
3. Can we see ways in which we are the Aunt Dot or Fr. Chantry-Pigg or Laurie or any other major character in the novel?
4. How do you hold the rich, high calling and liturgical practice of our Anglican piety and praxis with the darker, historical practices such as the slave trade and ownership and the Boarding School Movement inflicted on Indigenous children?

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