

**State and Religion in the Medieval and Renaissance Worlds**

**BLHS 012-01 Three Credits Fall Semester 2021**

**Classes Meet Thursdays, Aug. 26 – Dec.2, 2021 5:20 pm – 7:50 pm.**

**SCS 640 Mass Ave Campus Room C213**

**Faculty**: Joseph E. Jensen, Ph.D. **Contact Information**: jej3@georgetown.edu

**Office hours**: Thursdays, 3:15 – 5:15 pm, in the lounge area of C2. If you would prefer to meet with me on zoom, please email me to schedule a zoom session.

**Course description:** In this course we will critically read and discuss significant documents and texts that reflect the persistent struggle between the church and the developing secular powers in Europe for dominance in political, economic, and cultural affairs, beginning with the rise of Christianity in the Late Roman Empire and extending through the Renaissance and early Reformation (roughly 400 – 1550 c.e.). Our directed readings will focus on the inter-relatedness of climatic and natural forces, of historical events and movements, of new and alternative political philosophies, and of dynamic cultural changes. Throughout attention will be given to how the readings relate to developing attitudes about religious tolerance, intolerance, violence, and persecution, and to changing understandings about the status of women and gender.

**Textbooks:**

***Why Study the Past: The Quest for the Historical Church***, Rowan Williams. Eerdmans. 2005. ISBN 978-0-8028-2990-0.

***The Medieval Church: From the Dawn of the Middle Ages to the Eve of the Reformation*.** Carl A. Volz. Abingdon Press. 1997. ISBN 978-0-687-00604-5.

Links to source texts and documents for most classes are posted on Canvas.

Visit and become familiar with Fordham University’s Church History Sourcebook site: <https://sourcebooks.fordham.edu/sbook.asp>

This massive project provides links to original source texts and documents. Your will find it an invaluable tool for sources for your research and investigation.

**Course objectives:**

At the complete of this course:

1. Students will have developed strategies for reading, understanding, and interpreting unfamiliar documents and texts from earlier times and cultures.
2. In discussions and written assignments students will demonstrate a mastery of complex ideas reflected in the assigned readings.
3. Students will have a gained a basic understanding of European History in the Medieval period and the Renaissance as a setting for the intellectual context of the texts they read.
4. Students will have mastered the basic forms and styles of academic writing, as demonstrated in papers that closely engage specific readings and are free from lexical and grammatical errors.

Georgetown’s Bachelor of Arts in Liberal Studies program is not a one-size-fits-all curriculum; rather, it is a combination of many different programs of study. This interdisciplinary approach provides students with a comprehensive learning experience while helping them achieve intellectual advancement, enhanced critical thinking abilities, and a greater cultural understanding. Rooted in Georgetown’s Jesuit values, the program prepares students to excel academically and professionally, equipping them with the tools they need to become successful leaders who are committed to serve others and make an impact on the world. Through an emphasis on educating the whole person, Georgetown provides students with a world-class education that teaches them the art of inquiry and innovation. Students learn advanced critical thinking while developing a deeper understanding of past and present human behavior—in all its interconnected complexity.

**Class Requirements:**

1. a) Written Work (40%) Student will write 4 short papers (about 1,200 words) over the course of the semester. These papers are designed to develop critical thinking and to develop analytical skills by focusing on specific readings and issues discussed in class.
2. b) A final paper on a topic proposed by the student and approved by the faculty. (30%) 3,500 words.
3. c) Class Presentations (30%) Each student will be assigned to guide some of the discussion for two classes during the course. This can mean asking questions of students regarding an assigned reading, as well as responding to questions by faculty. The foundation of your participation should a careful, thoughtful reading of the texts. Much of this material will be unfamiliar, even uncomfortably challenging.

**Attendance** is essential. This is a 3 credit course that meets once a week. Missing two classes is the equivalent of missing more than six classes in a more traditional class. In accord with BALS policy students with three or more absences, excused or unexcused, may receive a failing grade for the course. After a second absence the student’s name will be forwarded to the Associate Dean.

Classes will begin and end on time. Students are expected to be present for the entire class. Arriving late is disruptive to the instructor and the class. Repeated late arrival will be counted as an absence. **If you know or anticipate that you are likely to be late for class or to need to leave early on a regular basis for any reason do not take this class at this time.**

**Effort**. This is a content intensive course. **Students should expect to spend on average 300 minutes [5 hours] each week** in reading, preparing assignments, and writing essays and papers for this course. Keeping up with the readings and written assignments is essential. There are no tests and no final exam for this course. Evaluation of student performance is based on attendance, preparation reflected in active class participation, and timely submission of the four shorter papers, and the final paper.

The papers will be graded on Turnitin within two weeks of submission according to the following criteria:

100 – 90 “meets and exceeds expectations”

80 - 89 “meets expectations”

70 - 79 “adequate” with some spelling, grammar, or content problems

60 - 69 “not adequate” significant issues with content, and/or spelling  
 or grammar issues

0 skipped assignment or failed to address the assignment.

**Papers** will be accepted late (but by no more than a week) only for exceptional reasons and with prior permission of the faculty member. Late papers may bring a lower grade at the discretion of the faculty.

Papers and essays submitted for this course must consistently use the American Psychological Association [APA] system of bibliographic references to indicate the sources for all quotations, and to indicate the sources for all concepts and ideas that were acquired in researching and preparing the essay or paper. If you have questions about APA style and formatting, make an appointment with the Librarian in the Mass Ave Resource Center on C2.

For additional help consult the OWL at Perdue University site:

<http://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html>

**Georgetown Honor System**All students are expected to follow Georgetown's honor code unconditionally. I will assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. All papers in this course are to be submitted to turnitin.com for checking.  
Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

*In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.*

**Plagiarism**Under Georgetown University policy for faculty, I am required report to the University Honor Council all incidents of suspected plagiarism or other violations of the University’s Honor Code. I as faculty am not allowed to determine whether or not a violation occurred. That is for your protection as a student, and mine as your professor.  
If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any way with respect to this course the student may receive a grade of “F” on the assignment or for the course. If a student is found to have submitted a paper copied from or written by another individual the student will receive a grade of “F” for the course.

**Turnitin.com**

Students acknowledge that by taking this course all required papers will be submitted to submission for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

**Grading:**

The final grade for the course will be calculated from the percentages itemized above under “Course Requirements” as follows:

95-100 % = A 77 - 79 % = C+

90 - 94 % = A- 73 - 76 % = C

87 - 89 % = B+ 70 - 72 % = C-

83 - 86 % = B 67 - 69 % = D+

80 - 82 % = B- 60 - 66 % = D

Below 60 % = F

**Incomplete grades must be requested of the Associate Dean BEFORE the last regular class (December 2, 2021).** Should you have an exceptional situation that you believe requires that you request an incomplete, you must discuss the matter in advance with me, your professor, and with the Associate Dean. You must prepare the request form for my signature and then deliver the signed form to Associate Dean prior to the December 2 deadline. An incomplete may bring a lower grade at your faculty’s discretion.

**Withdrawing from the course:** A student may withdraw from the course at any time up until Thursday, November 18, 2021 (the date published in the University Calendar); however, the student is responsible for filling out the appropriate forms, obtaining the necessary signatures, and properly submitting the paperwork in time to meet the deadline. If the paperwork is not completed, the student automatically receives a grade of “F”. For the University’s policy on tuitions refunds for withdrawing from the course see below under Important Dates.

**Veterans and active duty military personnel** are welcome. Those with special circumstances requiring accommodation (e.g., upcoming deployments, drill requirements, disabilities) should discuss these in advance, if possible with the professor. Every effort will be made to work with such students consistent with the integrity of the academic process.

## **Student Support Services:** Support Services: SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

[Academic Resource Center](mailto:Academic%20Resource%20Center%20) 202-687-8354 | [arc@georgetown.edu](mailto:arc@georgetown.edu)

[Counseling and Psychiatric Services](http://caps.georgetown.edu/) 202-687-6985

[Institutional Diversity, Equity & Affirmative Action (IDEAA)](https://ideaa.georgetown.edu/) (202) 687-

4798  
  
Georgetown Library: Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System’s eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library’s Homepage](http://library.georgetown.edu/scs) by using their University username (NetID) and password (this is the same login information used to access email, Canvas, etc.). The Library does not mail physical items to students.  
 SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](http://guides.library.georgetown.edu/scs/online) for additional information.

### Research Guide: The Project Management program has an extensive online [Library Research Guide](http://guides.library.georgetown.edu/researchcourseguides) designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

### Learning Resources: SCS offers a host of [learning resources](http://scs.georgetown.edu/academic-affairs/resources/) to its students. Two that you might find particularly helpful in this course are the [Writing Center](http://writingcenter.georgetown.edu/) and [Refworks](http://guides.library.georgetown.edu/refworks).

* The [Writing Center](http://writingcenter.georgetown.edu/) offers professional writing support through its online peer tutoring service.
* [Refworks](http://guides.library.georgetown.edu/refworks) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

### Canvas. Login [ <https://canvas.georgetown.edu/> ] using your Georgetown net id and password. Technical Support: Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the [Canvas Student Guide](http://guides.instructure.com/m/4212) and 24 hour Canvas Support Hotline at 855-338-2770.

In this course we will use TurnItIn and Zoom, and perhaps VoiceThread.

* TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for TurnItIn is available](http://turnitin.com/en_us/support).
* Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available.](https://help.georgetown.edu/sims/helpcenter/common/layout/SelfhelpArticleView.seam?inst_name=georgetown_university&article_id=8580-8283-5647)
* VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Technical support for VoiceThread is available.](https://voicethread.com/support/)

**Accommodations:**   
Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees [disability support services](http://academicsupport.georgetown.edu/disability), (202-687-8354; arc@georgetown.edu; ) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](http://academicsupport.georgetown.edu/disability/). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

**Students’ Religious Observances:** Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

**Extreme weather, Emergencies, and Instructional Continuity:** During inclement weather and other emergencies on a day when we are scheduled to meet face-to-face, check the university’s Web site or call (202) 687-7669 for information on whether the university is open. If the university is open this class will meet. If the university is closed, this class will meet through distance means such as online video conferencing [Zoom]; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Canvas will not be changed due to campus closings.

The university has the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

**Communications Guidelines:** To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.  
  
Statement of Student Conduct, Civility, and Engagement: The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.  
 Engagement within the SCS Georgetown community takes places in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students’ instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the [Graduate Professional Studies Student Handbook](http://scs.georgetown.edu/academic-affairs/student-handbooks/). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct](https://studentconduct.georgetown.edu/).

**Communication with peers:**Notifications: In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

* Put a subject in the subject box that describes the email content with your name and module.
* Do not send messages asking general information about the class, please post those in the General Questions Discussion Board Forum.

Questions Forum: In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the General Question Discussion Board Forum, which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.  
Turnaround and Feedback: If you have a concern and send me a message, you can expect a response within one business days. Please allow two business days for assessment submission feedback.

**Copyright:** The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

## Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

## More information about intellectual property and copyright can be found here: <https://www.library.georgetown.edu/copyright>

More information about computer acceptable use policy and intellectual property can be found here: <https://security.georgetown.edu/it-policies-procedures/computer-systems-aup>

**Title IX at Georgetown** <https://titleix.georgetown.edu/>

*Sexual Misconduct*

Title IX of the Education Amendments of 1972 (“Title IX”) prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University’s response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

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| --- | --- |
| **Jen Schweer, MA, LPC** Associate Director of Health Education Services for Sexual Assault Response and Prevention [(202) 687-0323](about:blank) [jls242@georgetown.edu](mailto:jls242@georgetown.edu) | **Erica Shirley**  Trauma Specialist Counseling and Psychiatric Services (CAPS) [(202) 687-6985](about:blank) [els54@georgetown.edu](mailto:els54@georgetown.edu) |

More information about campus resources and reporting sexual misconduct can be found at: <https://sexualassault.georgetown.edu/get-help>.

***Pregnancy Adjustments and Accommodations***

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students.  Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication.  Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.

**Important Dates:**

Thursday, August 26 – First Class. Attendance is mandatory.

Student’s Self Introductions due on Turnitin on Canvas by noon.

Friday, September 3 – Last day to add or drop a course.

Monday, September 6 – Labor Day Holliday. No classes.

Tuesday, September 7 – Last day to withdraw with 100% refund of tuition.

Wednesday, September 15 – First short paper due on Turnitin on Canvas at 11:59 pm.

Tuesday, September 21 – Last day to withdraw with 80% refund of tuition.

Tuesday, October 5 – Last day to withdraw with 70% refund of tuition.

Wednesday, October 6 – Second short paper due on Turnitin on Canvas at 11:59 pm.

Monday, October 11 – Mid-Semester Holliday. No Classes.

Tuesday, October 19 – Last day to withdraw with 50% refund of tuition.

Wednesday, October 27 – Third short paper due on Turnitin on Canvas at 11:59 pm.

Tuesday, October 26 – Last day to withdraw with 40% refund of tuition. Tuition will not be refunded for withdrawals after this date.

Monday, November 1 – Registration for Spring 2022 Semester opens.

Wednesday, November 17 – Fourth short paper due on Turnitin on Canvas at 11:59 pm.

Thursday, November 25 – Thanksgiving Holliday. No Classes.

Thursday, December 9 – Final class session. Attendance mandatory.

Friday, December 17 – Final research paper due on Turnitin on Canvas at 11:59 pm.

COURSE SCHEDULE

This course schedule will be followed but is not a contract. All readings from outside the assigned textbook are posted on under “Assignments” on Canvas.

Thursday, August 26 – Week 1. Introduction

* Student preparation:

**Access:** CANVAS site for this course. <https://canvas.georgetown.edu/> using your Georgetown net id and password.

**Read:** The Syllabus

**Write** and submit to Turnitin on CANVAS a two page (625 – 700 words) self-introduction to the professor, which is to include something about your background, about where you are in your academic program, and about your goals and aspirations. Your thoughts and expectations about this course, and about how it might relate to what you already know or have learned elsewhere are especially welcome. Due at noon, prior to class

**Watch** the 48 minute video on Understanding Plagiarism [Canvas]

**Visit** and become familiar with the Resources at the OWL, The

Perdue Online Writing Lab [Canvas]

**Visit** and explore Fordham University’s Church History Sourcebook site [Canvas]

* Class

Introduction to the Course

Review the Syllabus

Research and Writing Academic Papers

Thursday, September 2 – Week 2.

* Student preparation:

**Read:**

the “Introduction,” pp. 1-3, and Chap. 1, “Making History: What do We

Expect From the Past,” in Rowan Williams, *Why Study the Past*, pp.

4-31. Note that the supporting endnotes are found beginning at p. 159.

* Class

What is History

What is Religion

History of Religion and Revelation

Thursday, September 9 – Week 3.

* Student preparation:

**Read:**

Chap. 2, “Resident Aliens: The Identity of the Early Church,” in Rowan Williams, *Why Study the Past*, pp. 32-59.

* Class

Christian Origins

Christianity under the Rule of Rome

First short paper due on Turnitin at Canvas next Wednesday evening, September 15 at 11:59 pm.

Thursday, September 16 – Week 4.

* Student preparation

**Read**: Chap. One, “Christianity after the Fall of Rome,” in Carl Volz, *The*

*Medieval Church*, pp. 7-27

* Class

The Fall of Rome

The Barbarian Invasions

Monasticism

Learning and Letters

East and West

Thursday, September 23 – Week 5.

* Student preparation

**Read**: Chap. Two, The Expansion of Christianity,” in Carl Volz, *The*

*Medieval Church*, pp. 28-72

* Class

Gregory the Great

Britain and Ireland

Missions to the Continent

Mission Methods

Islam and Spain

Thursday, September 30 – Week 6.

* Student preparation

**Read**: Chap. Three, “The Church in the Ninth and Tenth Centuries,” in Carl

Volz, *The Medieval Church*, pp. 52-72.

* Class

The Church under the Carolingians

Decline and Revival

Theological Controversies

The Byzantine Ethos

Second short paper due on Turnitin at Canvas next Wednesday evening, October 6 at 11:59 pm.

Thursday, October 7 – Week 7.

* Student preparation

**Read**:

Chap. Four, “Recovery in the West,” in Carl Volz, *The Medieval Church*,

pp. 73-93

* Class

Reform of the Papacy

The Investiture Controversy

The Crusades

New Religious Movements

Thursday, October 14 – Week 8.

* Student preparation

**Read**:

Chap. Five, “The Church and the Nation States,” in Carl Volz, *The Medieval*

*Church*, pp. 94-117

* Class

The Growth of Papal Government

Divine Right or Human Custom

England and the Papacy

France and the Papacy

The Empire and the Papacy

Thursday, October 21 – Week 9.

* Student preparation

**Read**:

Chap. Six, “Renaissance in Theology and Learning” in Carl Volz, *The*

*Medieval Church*, 118-143

* Class

The Theological Revival of the Twelfth Century

Thirteenth Century Synthesis

The Rise of Universities

The Friars

The Growth of Heresy

Third short paper due on Turnitin at Canvas next Wednesday evening, October 27 at 11:59 pm.

Thursday, October 28 – Week 10.

* Student preparation

**Read**:

Chap. Seven, “Organization, Worship, Piety, and Society” in Carl Volz, *The*

*Medieval Church*, pp. 144-168

* Class

Church Organization

Patterns of Public Worship

The Piety of the Faithful

The Church and Society

Thursday, November 4 – Week 11.

* Student preparation

**Read**:

Chap. Eight, “Decline and Vitality,” in Carl Volz, *The Medieval Church*, pp.

169-190

* Class

Economic and Social Disruption

The Way of the Mystic

The Church and the Early Renaissance

The Church in the East

Thursday, November 11 – Week 12.

* Student preparation

**Read**:

Chap. Nine, “A Conflict of Authorities,” in Carl Volz, *The Medieval Church*,

pp. 191-211

* Class

Phillip, Boniface, and the Avignon Papacy

Popes and Princes

Conciliarism

The Challenge to Scholasticism

Fourth short paper due on Turnitin at Canvas next Wednesday evening, November 17 at 11:59 pm.

Thursday, November 18 – Week 13.

* Student preparation

**Read**:

Chap. Ten, “A Time of Ferment” in Carl Volz, *The Medieval Church*, pp.

212-229

* Class

Issues in Controversy

Scripture and Tradition

Wycliff and Huss

The Emergence of the Laity

Thursday, December 2 – Week 14.

* Student preparation:

**Read**:

Chap. Three, “Grace Alone: Continuity and Novelty in the Reformation

Era,” in Rowan Williams. *Why Study the Past*, ” pp. 60-87

- Class

Catholic / Protestant

Church definition: national / universal

Unity / Communion

Scripture as a unifying focus and element

Thursday, December 9 – Week 15. Summation.

* Student preparation:

**Read**:

Chap. 4, “History and Renewal: The Records of the Body of Christ,” in

Rowan Williams. *Why Study the Past*, ” pp. 88-104

- Class

The limitations of confidence in the past as certitude for interpreting

the present

Astonishment at the range of human expression and experience that

can be counted as Christian

The full diversity of Christian history as the record of a continuing

diverse but single community

Friday, December 17 – Final research paper due on Turnitin on Canvas at 11:59 pm.