Almighty God, which dost make the minds of all faithful men to be of one will; grant unto thy people, that they may love the thing, which thou commandest, and desire, that which thou dost promise; that among the sundry and manifold changes of the world, our hearts may surely there be fixed, where true joys are to be found; through Christ our Lord.

[Collect for the Fourth Sunday after Easter in the First Prayer Book of Edward VI, 1549]
Course overview: The English Reformation is one of the most fascinating and colorful periods in all of Church History, and it provides one of the most intricate and complex case studies for examining motivations and driving forces in decision-making, for leaders. We will begin by studying what life was like for the laity in Late Medieval England, from the deeply devout mystics to the deliberately dissenting Lollards. Then we will follow the trail of the English Bible, tracing the circuitous and danger-filled journey it took from its birth to its being chained to every pulpit in England and eventually to sitting on the table in almost every home.

We will spend much of the course at the royal, political, theological level, studying the motivations, concerns and idiosyncratic actions of the Tudor monarchs and church and state officials. We will examine figures such as Wycliffe, Tyndale, Barnes, Latimer, and Ridley; Henry VIII and his six wives; two erudite and influential martyrs, one Catholic (Thomas More) and one Protestant (Thomas Cranmer), who each died valiantly for their faith; two teenagers (Edward VI and Jane) who each ruled England for a short while; “Bloody” Mary, the earnest woman under whose reign much blood was shed; Queen Elizabeth I, one of the most influential women of all time, the Virgin Queen who guided the Anglican church into its via media and helped usher in the English Renaissance, and under whose auspices the great Shakespeare wielded his pen and conquered the stage, broaching theological issues with brilliant subterfuge in a time of “political correctness.” Towards the end of the course, we will return to the lay level to see what impact the Reformation had on the persons in the pew, those who found themselves having to switch their theology and worship practices every few years, often at the peril of their lives. Did they welcome the Reformation? How did the Reformation change their world? Finally, we will examine the legacy of the English Reformation in the history of Anglicanism.

Along the way, there will be detailed readings of the First and Second Prayer Books (Book of Common Prayer) and the 39 Articles, two of the most important documents in the Anglican Church and in Church History in general. And we will examine a number of the debates in English Reformation Historiography.

Class Schedule (subject to change if necessary):

January 26  Introduction and Late Medieval Background
February 2   Historiography
February 9  The English Bible (John Wycliffe & William Tyndale)
February 16  READING WEEK (No Class)
February 23  King Henry VIII
March 2  Sir Thomas More
March 9  Archbishop Thomas Cranmer, King Edward VI, and Lady Jane Grey
March 16  Book of Common Prayer
March 23  READING WEEK (No Class)
March 30  Queen Mary and Queen Elizabeth I
April 6  The Thirty-Nine Articles
April 13  SNOW MAKE-UP DAY
April 20  The Legacy of Anglicanism

Course Objectives:
1. To provide an overview of the key figures, events, theological views, writings and themes, and historiographical issues of the English Reformation, laying a foundation for further study.
2. To provide the opportunity to improve research and writing skills.
3. To provide students with an appreciation and understanding of an important part of their denominational heritage. The vast majority of Protestant Christians alive today can trace their particular denominational heritage back directly through to the English Reformation, especially those who are Anglican / Episcopal, Methodist, Pentecostal / Charismatic, Presbyterian, or Baptist.
4. To provide models of courage and wisdom in complex times.
5. To enjoy the pageantry, beauty, adventure, intrigue, and drama of one of the most interesting periods in Church History.

Required Texts:
1. A. G. Dickens, The English Reformation, 2nd ed. (London: BT Batsford Ltd, 1989). - it is important that it be the second edition 978-0271028682


4. The *Book of Common Prayer* – The Eucharistic service from the 1549 and 1552 editions. Available online at www.justus.anglican.org/resources/bcp. You will want to have the two excerpts in class.

**Recommended Texts:**
Gerald Bray, *Documents of the English Reformation* - not in print. But if you can get a copy of it, or of Henry Gee and W. J. Hardy, *Documents Illustrative of English Church History*, you will have a helpful collection of primary source documents.

**Course Requirements:**
1. **Paper** (40%) - 15-18 pages (Due on the final day of classes)
   Please see “Guidelines for Writing Church History Papers” on the student portal, for directions on how to write the paper. William Storey, *Writing History* (Oxford University Press, 2004) is a very helpful resource.

2. **Reading** (20%) - Annotated (small paragraph per book) Reading List (Due: final day for written work)
   - Read a minimum of 1200 pages.
   - As part of those 1200 pages, read at least one of each of the following:
     - A general text on the Reformation (e.g. Dickens OR Duffy, pp. 377-593)
     - A biography of one of the key figures
     - At least 200 pages of primary source materials (do not include the Book of Common Prayer or the 39 Articles in the page count) - these can be letters, treatises, books, anything written during the English Reformation by figures directly involved in the English Reformation and the writing having a direct relationship to the Reformation.

   OR, if you are in the Anglican/Episcopalian Track, peruse the following books (on reserve) and include in your 1200 page reading total at least 200 pages from them (that deal with post-Reformation Anglican history):

Once you have accomplished the above three reading requirements, any additional pages may be added to your total page count. If you are then significantly over the 1200 pages,
this may have a positive impact on your grade if your grade is on the borderline. Please write the total number of pages on the top or bottom of your reading list.

| Grading method for the reading: The paper and exam grades will be averaged. If 100% of the reading has been completed, the paper/exam average will be the grade for the course. Otherwise, the proportion of reading not done will be deducted from the grade at the following rate: |
|---|---|---|
| 100 % (ex: A to A = no change) |
| 75-99% (ex: A to A- = 1/3 grade drop) |
| 50-74% (ex: A to B+ = 2/3 grade drop) |
| 25-49% (ex: A to B = 1 grade drop) |
| Below 25 % (ex: A to B- = 1 1/3 grade drop) |

3. Open-Book Final Exam (40%) - (Due on final day of written work)
The exam is a take-home, open-book, un-timed, un-proctored, typed final exam. It will be comprised of the following elements:

a. Long essay question: Compare, contrast, and critique Dickens’ *The English Reformation* and Duffy’s *Stripping of the Altars* in light of the larger historiographical debate.

b. Long essay question: This question will be announced on the last day of class and will be an integrative essay related to material from the course lectures. Two examples of possible questions:
   - Compare/contrast the theology/spirituality and politics of Thomas Cranmer and Thomas More
   - Compare/contrast Henry VIII, Edward VI, Mary Tudor, and Elizabeth I as ‘reformers’
   - Trace the impact of ‘macro history’ on ‘micro history’ through the four reigns
   - What are the key theological themes of the English Reformation?


d. 20% of the exam will be comprised of short answer questions involving the charts, lists, and definitions presented in course lectures. The 10 (2-point) questions will be given out as study questions in the final class.

   • Paper extensions are given only by permission of instructor. If the instructor determines that the circumstances are extenuating (illness, death in family) an extension without penalty may be granted for a length of time equivalent to the time lost. Occasionally, in other circumstances, the instructor may grant an extension with penalty (one full grade per week of extension). If you need an extension beyond the final day for written work, on the paper, exam, or reading, you will need to petition the Registrar’s Office by the deadline.
• Grading scale is the one indicated in the Gordon-Conwell academic catalog guidelines: “Grade A is given for meeting with conspicuous excellence the demands which can fairly be made in relation to the requirements of the course. These demands would normally include unusual accuracy in fact, completeness in detail, perfection in form of work, independence of method, grasp of the subject as a whole and constructive imagination. Grade B is given for exceeding the minimum of satisfactory attainment and for meeting certain aspects of the course with excellence. Grade C is given for attaining satisfactory familiarity with the course and for demonstrating at least some ability to use this knowledge in a satisfactory manner. Grade D is a passing mark but indicates unsatisfactory control over the material. Grade F declares that the course has been failed.”

• Class attendance may be taken into account in the grading.

• Plagiarism is an academic offense that is taken seriously at Gordon-Conwell. Referred to the Judicial Committee, it can result in consequences such as failing a course or even in probation, suspension, etc. For information on plagiarism and how to avoid it, please see http://www.indiana.edu/~wts/wts/plagiarism.html.

• No internet access/usage and no audio, photographic, or video electronic recordings or transmissions may be made in class without the consent of the professor. This applies to auditors as well.

Estimated time for each component (this will vary, of course, for each student):

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<tr>
<th>Component</th>
<th>Hours</th>
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<tr>
<td>Class Sessions</td>
<td>30</td>
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<td>Paper</td>
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