
COURSE SYLLABUS

[1. Format](#); [2. Description](#); [3. Objectives](#); [4. Assessment](#); [5. Diversity](#); [6. Texts](#); [7. Protocols](#);
[8. Plagiarism](#); [9. Rubrics](#); [10. Outline & Readings](#); [11. Program Learning Objectives](#)

COURSE: THE MEDIEVAL CHURCH *and* THE REFORMATION (CH 527)

SEMESTER: Fall, 2023

INSTRUCTOR: Rev. Luke Dysinger, OSB, MD, DPhil. Email: ldysinger@stjohnsem.edu

Course websites: : <http://ldysinger.stjohnsem.edu> [alt: <http://ldysinger.com>]

YEAR: Theology 2

CREDITS: 3

TIMES: Monday, Wednesday, Friday, 8:00-8:50 am; Classroom 5.

1. COURSE FORMAT:

This course will combine lecture and class discussion. In order to maximize the effectiveness of lectures in our culturally diverse student population, representing a wide range of different linguistic experience and ability, all audio-visual materials presented in lectures will also be available through the course website or in the seminary library.

2. COURSE DESCRIPTION

This course will introduce the history, theology, and spirituality of the Christian Church from the rise of Charlemagne (c. 800) to the Council of Trent (1563). This course will provide an overview of both the theological and spiritual traditions of the Medieval Church through the time of the Catholic Reformation, culminating in the Council of Trent. The rich ethnic and cultural diversity of Christian thought during this period will be highlighted through study of primary sources from the Jewish, Roman, Greek, Celtic, Anglo-European, Slavic, Middle-Eastern (Syriac), and Egyptian (Coptic) traditions.

3. COURSE LEARNING OBJECTIVES *and* BENCHMARK

- 3.1. During each class selected primary and secondary texts will be studied and discussed. A large proportion of the primary texts will be taken from the Office of Readings. In this way students' ongoing prayerful study of these texts in the liturgy will provide a deepening re-acquaintance with late patristic and medieval sources of Christian spirituality and doctrine.
- 3.2. In written essays and oral presentations students will cite, explain, and pastorally apply biblical and Catholic magisterial texts and other relevant primary sources that illustrate the development of Catholic doctrine and practice in the following areas:
 - (1) the mass as a means of intercession and sanctification;
 - (2) the respective domains of papal and secular authority;
 - (3) episcopal authority and collegiality;
 - (4) new lay and clerical religious movements;
 - (5) the authority of ecumenical councils;
 - (6) ecclesiastical reform;
 - (7) presbyteral education and parish ministry;
 - (8) the relationship between Christianity and Islam.
- 3.3. Benchmark for course learning objective: At least 80% of students will receive a grade of "B" or higher in written essays demonstrating their ability to provide appropriate, comprehensible responses to essay questions concerning the subjects listed in §3.2.

4. ASSESSMENT (Course Learning Objective Measures)

- 4.1. The midterm and final examinations will consist of three “take-home” essay questions illustrating the themes in §3.2.. The questions will be made available on the day scheduled for the exam, and are due one week later. The exam must be typed, double-spaced, and submitted electronically in doc, docx, or pdf format as an email attachment. Active participation in class discussions is essential, and will figure into the final evaluation.
- 4.2. Research will be undertaken using primary sources studied in class or cited in the bibliography below. Possible topics for a paper or Powerpoint/Webpage-based presentation include: (1) any historical, spiritual or theological subject raised during the period from the ninth century to the Council of Trent or (2) a comparison of any theme in two or more Christian writers of this period. The goal of the research is to demonstrate familiarity with Christian primary sources. The paper or presentation will be due on or before Thursday, November 2, 2023.
 - 4.2.1. The student will write a research paper at least eight pages in length (excluding bibliography and notes) double-spaced and including appropriate references.
 - 4.2.2. Students who prefer the medium of verbal presentation may submit the results of their research as a 20-30 minute PowerPoint or web-page presentation. In order for these presentations to have pedagogical value they may not simply duplicate material presented in class or taken from the course website. Citations must be accompanied by appropriate references. Students must submit a recorded embedded or attached narrative intended to accompany the presentation: both presentation and narrative are due on or before Wednesday, November 2, 2023.
- 4.3. Active participation in class discussions is essential, and will figure into the final evaluation.
- 4.4. In research and on exams students must clearly distinguish between their own words and sources they cite. Failure to credit sources that are cited constitutes plagiarism and may result in a grade of “F”. See also “Plagiarism Policy,” §8 below.
- 4.5. Submission of the final examination and either the midterm examination or research project is required for successful completion of the course. The final course grade will be computed as follows (for details see “Rubrics for Assessment,” §9 below):

Class participation	10%
Research Project	30%
Midterm Examination	30%
Final Examination	30%

5. DIVERSITY *and* INTERCULTURAL COMPETENCY

- 5.1. (*General*) The rich ethnic and cultural diversity of Christian thought during this period will be highlighted through study of primary sources from the Jewish, Roman, Greek, Celtic, Anglo-European, Slavic, Middle-Eastern (Syriac), and Egyptian (Coptic) traditions. In order to profit from the cultural and ethnic diversity of the student body, students are encouraged to bring to classroom discussion the early and medieval origins of their cultural traditions: including, for example, the theological, liturgical, and spiritual emphases that distinguish Western Catholicism from Eastern traditions such as the Maronite, Chaldean, Melchite, Malabar, and Ruthenian churches.
 - 5.2. (*Pedagogy*) The seminary student body represents a diverse spectrum of multicultural traditions, with a concomitantly wide range of preference for either verbal or written presentations. In recognition of this, students will be offered the opportunity of choosing either an oral presentation or a research paper (see §4.2.2. above).
-

6. TEXTS

6.a. REQUIRED TEXTS [*All required readings may be accessed through Canvas*]

1. CH 527 TEXTBOOK: contains selection from Chadwick, Walker, and Logan.
2. CH 527 *Medieval and Reformation Primary Sources*.
3. CH 527 TEXTS of ECUMENICAL COUNCILS VIII-XVIII
4. Duffy, Eamon. *Saints & Sinners, A History of The Popes; Fourth Edition*, (Yale Univ. Press, 2015). ISBN: 0300206127
5. Eberhardt, Newman, C.C.M. *A Summary of Catholic History, Volume II Modern History*, (Herder, 1961). OCLC: 769033106
6. Hitchcock, James. *History of The Catholic Church From the Apostolic Age to the Third Millennium*, (Ignatius, 2012). ISBN: 1586176641
7. MacCulloch, Diarmaid, *Reformation, Europe's House Divided* (Penguin, 2004). ISBN: 978-0-14-192660-5
— *Christianity, the First Three Thousand Years* (Viking, Penguin, 2009). ISBN: 0143118692.
8. Pope Benedict XVI, *Patristic and Medieval Christian Authors* (text of weekly audiences).

6.b. RECOMMENDED TEXTS and RESOURCES (*Some Available through Canvas*):

Chadwick, Owen, *A History of the Popes, 1830-1914, Oxford History of the Christian Church* (Oxford, 1998) ISBN: 0199262861

— *The Popes and European Revolution, Oxford History of the Christian Church* (Oxford, 1981) ISBN: 0-19-826919-6

— *The Reformation, The Pelican History of the Church*, (Penguin, N.Y., 1964)

Comby, J. *How to Read Church History: From the Beginnings to the Fifteenth Century*, Crossroad, 1990).

Cross, F. L., *The Oxford Dictionary of the Christian Church*, (Oxford University Press).

Deansly, Margaret, *A History of the Medieval Church, 590-1500*. (Routledge. London. 1989)

Dickens, A.G., *The Counter Reformation* (Thames and Hudson, London, 1968) ISBN: 0393950867.

Dvornik, Francis. *The Ecumenical Councils*, (Hawthorne Press, 1961).

Hitchcock, James, *History of the Catholic Church from the Apostolic Age to the Third Millennium*, (Ignatius, 2012).

Hughes, Philip. *A History of the Church to the Eve of the Reformation: Vol 3, The Council of Lyons to Martin Luther* (CreateSpace Independent Publishing Platform, 2012). ISBN: 1475202075.

— *The Church in Crisis: A History of the General Councils, 325 – 1870*. (Hanover House, New York, 1961). OCLC: 1284043

Jedin, Hubert, ed. *Ecumenical Councils of the Catholic Church: An Historical Survey*. (Paulist Press, New York, 1961).

— *History of the Church / Handbook of Church History* (Crossroad, New York : 1981)

— v. 4. *From the High Middle Ages to the eve of the Reformation* / by H.G. Beck [and others]

— v. 5. *Reformation and Counter-Reformation* / by Erwin Iserloh, Joseph Glazik, Hubert Jedin

— v. 6. *The church in the age of absolutism and enlightenment* / by Wolfgang Müller [and others]

— *History of the Council of Trent, vol. 1: The Struggle for the council* (ACLS Humanities, 2008). ISBN:1597403741

— *History of the Council of Trent, vol. 2: The First Sessions at Trent, 1545-1547*. (ACLS Humanities, 2008). ISBN:1597403741

Logan, F. Donald, *A History of the Church in the Middle Ages*, (Routledge, London. 2002)

- Louth, Andrew, *The Origins of the Christian Mystical Tradition from Plato to Pseudo-Dionysius*, (Clarendon, Oxford University Press, 1981).
- MacCaffrey, James. *History of the Catholic Church; Volume II, from the Renaissance to the French Revolution*, (Herder, 1912/ repr. (CreateSpace Independent Publishing Platform, 2012). ISBN: 147910549X.
- MacCulloch, Diarmaid, *Christianity, the First Three Thousand Years* (Viking, Penguin, 2009)
- McGinn, Bernard, *The Foundations of Mysticism, Origins to the Fifth Century: The Presence of God, A History of Western Christian Mysticism, vol. 1* (Crossroad, 1991).
- Neill, Stephen. A History of Christian Missions, *The Pelican History of the Church*, (Penguin, N.Y., 1964) ISBN 0140137637
- Quasten, Johannes, *Patrology* (4 vol.).
- Southern, R.W., *Western Society and the Church in the Middle Ages*, (Penguin, 1983).
- Vaucher, Andre, *The Spirituality of the Medieval West from the Eighth to the Twelfth Century*, (Cistercian, 1993).
- Walker, Williston, *A History of the Christian Church*, (General Books LLC, 2009)
- The Church Fathers in Translation: *Fathers of the Church* (Catholic Univ. of America Press);
-

7. SPECIAL PROTOCOLS

- 7.1 The midterm exam, research project, and final exam must be submitted by email: ldysinger@stjohnsem.edu
- 7.2. Late work will be accepted for a grade only if the professor grants an extension of the deadline: requests for extensions must be submitted in writing with a clear explanation of the reason for the request. Out of fairness to those who submit their work on time, late work for which an extension has been granted will normally be graded down by one-half letter grade for each day it is late.
-

8. PLAGIARISM POLICY

In research and on exams students must clearly distinguish between their own words and sources they cite. Failure to credit sources that are cited constitutes plagiarism and may result in a grade of "F". For details consult the "St. John's Seminary Academic and Doctrinal Integrity Policy."

9. RUBRICS for ASSESSMENT (Evaluation)

RUBRIC FOR OVERALL LEARNING OBJECTIVES

	Not Acceptable Student Performance	Acceptable Student Performance	Hoped -for Learning Outcomes
Application of relevant primary and secondary sources from the historical period	Does not cite or is unaware of relevant primary and secondary sources from the period	Misses some relevant primary and secondary sources from the period	Cites and is able to appropriately apply relevant primary and secondary sources from the period
Theology and History of Church teaching	Does not take note of the historical development of Church teaching	Has a general sense of history and theology	Demonstrates a thorough knowledge of history and theology of Catholic teaching
Application of Catechism and relevant biblical and Magisterial Texts	Does not cite or is unaware of catechetical, biblical, or magisterial norms.	Misses some magisterial, biblical, and/or catechetical applications.	Is able to apply magisterial, biblical, and catechetical teaching appropriately
Cultural Awareness	Ignores or is unaware of cultural differences in approaches	Does not take note of issues of cultural significance	Responds appropriately to culturally-conditioned

AND BENCHMARKS FOR STUDENT PERFORMANCE

RUBRIC FOR THE MIDTERM AND FINAL EXAMINATIONS

A. Historical Context	Students describe the historical and ecclesiastical contexts but do not distinguish between the most important issues and/or pay unnecessary attention to less-relevant details.	Students describe the historical and ecclesiastical contexts and distinguish between significant issues, but miss important aspects.	Students clearly and accurately describe the historical and ecclesiastical contexts and demonstrate a deep understanding of the underlying issues.
	1 2 3	4 5 6 7	8 9 10
B. Use of Primary Sources	Students cite primary sources but do not distinguish between the most important issues, and/or pay unnecessary attention to less-relevant details.	Students cite primary sources and distinguish between significant issues, but miss important aspects.	Students cite appropriate primary sources and demonstrate a deep understanding of the underlying issues.
	1 2 3	4 5 6 7	8 9 10
C. Relevant Scripture and Magisterial Teaching	Students do not cite relevant scripture passages, or magisterial texts in their discussion.	Students demonstrate only limited use of scripture and relevant magisterial teaching.	Students cite and appropriately discuss relevant biblical texts and magisterial texts.
	1 2 3	4 5 6 7	8 9 10
D. Pastoral Response	Students do not express themselves in language comprehensible to those they will be serving.	Students express themselves comprehensibly, but neglect significant issues.	Students cover significant issues in language comprehensible to those they will be serving.
	1 2 3	4 5 6 7	8 9 10

10. COURSE OUTLINE *and* READINGS

Numbers in brackets refer to the selections from the course textbook which should be read prior to the relevant lecture [Suggested readings from MacCulloch, *Christianity* (“*Mac.*”) and Hitchcock (“*Hitch.*”), in brackets, are optional].

REVIEW A: BYZANTIUM *and the* RISE of ISLAM (1 hr.)

[14.1] Justinian [14.2]; The Lombards; [14.3]. The Rise of Islam; [14.4].The Constitutional Development of the Church;

PRIMARY TEXTS: §1. Qur’an.

REVIEW B: MONASTIC MISSION *and the* TRANSMISSION of LEARNING (1 hr.)

[15.1]. Missions in the British Islands; [15.2]. Continental Missions and Papal Growth; [15.3] The Transmission of Learning

ADDITIONAL READINGS: *Ben.XVI*: “Columban”, “Bede the Venerable”, “Boniface”..

PRIMARY TEXTS: §2, Maximus Confessor; §3Damascene; §4, Patrick; §5, Irish Commutations.

1. THE CAROLINGIAN EMPIRE (2 hrs.)

[16].1. The Franks and The Papacy; [16].2.. Charlemagne; [16].3. Ecclesiastical Institutions; [16].4.. Collapsing Empire and Rising Papacy. [*optional: Mac. Ch. 11*]

ADDITIONAL READINGS: *Ben.XVI*: “Scotus Erigena,” “Rabanus Maurus.”

PRIMARY TEXTS: §6, *Dream of the Rood*; §7 Bede; §8, Chrodegang.

2. INVASION, DECAY, and REFORM (2 hrs.)

[17.1] Viking Invasions; [17.2] Papal Decline and Renewal by the Revived Empire; [17.3] Reform Movements; [17.4] The Reform Party Secures the Papacy [*optional: Hitch. Ch. 6*]

ADDITIONAL READINGS: *Ben.XVI*: “Odo of Cluny,” “Peter Damien,”

PRIMARY TEXTS: §9, Dhuoda; §10 Grimlaicus.

3. MEDIEVAL CHURCH *and* STATE in CONFLICT (2 hrs.)

[18.1] The Papacy Breaks With the Empire; [18.2] Hildebrand and Henry IV; [18.3] The Struggle Ends in Compromise. [*optional: Mac. Ch. 12*]

ADDITIONAL READINGS: *Ben.XVI*: “Peter the Venerable.”

PRIMARY TEXTS: §15, *Dictatus Papæ*.”

4. EXPANSION and CONFLICT (1 hr.)

[19.1] The Greek Church after the Iconoclastic Controversy; [19.2] The Spread of the Church [*optional: Mac. ch. 13-15*]

PRIMARY TEXTS: §15, *Dictatus Papæ*; §11 Modern Athonite Anti-Papalism.

5. NEW MOVEMENTS AND SECTS (4 hrs.)

[20.1] The Crusades; [20.2] New Religious Movements; [20.3] Heretical Sects. Cathari and Waldenses. The Inquisition

ADDITIONAL READINGS: *Texts of Ec. Councils*: Lateran I; Lateran 2. *Ben.XVI*: “Bernard.”

PRIMARY TEXTS: §13, John of Fecamp; §14, Anselm; §16, Hugh of St. Victor; §17a, Bernard on Mary.

6. CHIVALRY (2 hrs.)

[21.1] The Peace and Truce of God; Ceremonies of Knighthood; Marian Chant and Hymnody; The Arthurian Legends; Queen Eleanor of Aquitaine and The Courts of Love;

ADDITIONAL READINGS: *Texts of Ec. Councils*: Lateran 3.

PRIMARY TEXTS: §17b, Bernard, *On the New Knighthood* §18, Aelred, *On Friendship*.

7. FRIARS and LEARNING (3 hrs.)

[21.1] The Dominicans And Franciscans; [21.2] Early Scholasticism; [21.3] The Universities; [21.4] High Scholasticism and its Theology; Medieval Science (Aquinas, Albert the Great, Duns Scotus, Roger Bacon, William of Occam)

ADDITIONAL READINGS: *Texts of Ec. Councils*: Lateran 4. *Ben.XVI*: “Monastic & Scholastic Theology,” “Mendicant Orders,” “Francis,” “Bonaventure,” “Albert,” “Aquinas,” “Duns Scotus.”

PRIMARY TEXTS: §19, Francis; §20, Bonaventure; §21, Aquinas.

8. MYSTICS and SPIRITUAL WRITERS (4 hrs.)
 [22.1] Medieval Mysticism; [22.2] From Eckhart to the *Devotio Moderna*
 ADDITIONAL READINGS: *Ben.XVI*: “Romanesque & Gothic Cathedrals,” “Mechtild,” “Gertrude,”
 “Julian of Norwich.”
 PRIMARY TEXTS: §22, Gertrude the Great; §24, Meister Eckhart; §25, Julian of Norwich.
9. PAPAL LEADERSHIP and SCHISM (2 hrs.)
 [23.1] Missions And Defeats; [23.2] The Papacy At Its Height And Its Decline; [23.3] The Papacy In
 Avignon, Criticism. The Schism . [optional: *Mac*. Ch. 16; *Hitch*. Ch. 7]
 ADDITIONAL READINGS: *Texts of Ec. Councils*: Vienne.
10. EARLY NATIONALISM (2 hrs.)
 [24.1] Wyclif And Huss; [24.2] The Reforming Councils; [244]. The New National Powers; [24.5].
 English and German Unrest [optional: *Hitch*. Ch. 8]
 ADDITIONAL READINGS: *Texts of Ec. Councils*: Constance; Basel. *Ben.XVI*: “Catherine of Siena,”
 “Joan of Arc”.
 PRIMARY TEXTS: §23, Dante.
11. THE RENAISSANCE (2 hrs.)
 [24.3]. The Italian Renaissance And Its Popes; [24.4] The Spanish Church: *Reconquista* and
 Renaissance; [24.5]. Renaissance and other Influences North of the Alps [optional: *Hitch*. Ch. 8]; [24.6]
 Eckhart and *Devotio Moderna*. Renaissance science: Copernicus, Vesalius. DaVinci
 ADDITIONAL READINGS: Duffy, §4.I (p.83-92); Eberhardt, §1-11 (p.3-36).
 PRIMARY TEXTS: §26, Cisneros, *Spiritual Exercises*; §30, John Colet.
12. CONCILIARISM (2 hrs.)
 [23.1] Missions And Defeats; [23.2] The Papacy At Its Height And Its Decline; [23.3] The Papacy In
 Avignon, Criticism. The Schism . [optional: *Mac*. Ch. 16; *Hitch*. Ch. 7]
 ADDITIONAL READINGS: Duffy, §3.IV (p.72-83). MacCulloch, *Reformation*, ch.1. *Texts of Ec.*
Councils: Constance; Basel.
13. PROTESTANTISM (4 hrs.)
 Lateran V; Erasmus; Luther; Ignatius Loyola; Calvin, Zwingli; Henry VIII and the English Church;
 The Waldensians
 READINGS: Duffy, §4.II (p.92-98); Eberhardt, §19-31 (p.62-103).
 PRIMARY TEXTS: §29, Luther; §34, *The Thirty-Nine Articles*.
14. CATHOLIC REFORM and THE COUNCIL of TRENT (4 hrs.)
 Philip Neri; Charles Borromeo; Spanish Carmelites; *Concilium de Emendata Ecclesia*; The Council
 of Trent; Bellarmine
 READINGS: Duffy, §4.III (p.98-107); Eberhardt, §32-37 (p.104-123). *Ben.XVI*: “Teresa of Avila,”
 “John of the Cross,” “Peter Canisius,” “Robert Bellarmine.”
 PRIMARY TEXTS: §27, Teresa of Avila; §28, John of the Cross; §31, Ignatius Loyola; §32, de las
 Casas.
15. NATIONALISM AND RELIGIOUS WARS (1 hr.)
 The Thirty Years War; French Civil and Huguenot Wars; British Religious Strife; Slavic Catholic
 Survival
 READINGS: Duffy, §4.IV (p.107-115); Eberhardt, §38-43 (p.124-140).
-

11. PROGRAM LEARNING OBJECTIVES

The Course Learning Objective §3.2, above, (“In written essays and oral presentations students will cite, explain, and pastorally apply biblical and Catholic magisterial texts and other relevant primary sources that illustrate the development of Catholic doctrine and practice . . .”) corresponds to the following Program Objectives for the Master of Divinity Degree (SJS 2020-22 Catalog, p. 50):

1. [formation in the Roman Catholic tradition]
 - [1.1.] The student interprets Scripture from within the living tradition of the Church.
 - [1.3.] The student demonstrates a complete, unified vision of the truths contained in the doctrinal, moral, and liturgical tradition of the Roman Catholic Church.
2. [effective communicator, teacher, . . . of the Word of God]
 - [2.4.] The student teaches clearly and faithfully the message of Jesus Christ and his Church.
4. [pastoral skills]
 - [4.1.] The student demonstrates competent theological inquiry, reflection, and application in pastoral ministry.
 - [4.2.] The student provides competent spiritual and pastoral guidance.