

CH 601: ANGLICAN AND EPISCOPAL CHURCH HISTORY

NASHOTAH HOUSE THEOLOGICAL SEMINARY

Winter Term 2024

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Office Hours: By Appointment

Course Description:

This course is a survey/overview of Church History with specific focus on the Anglican Communion. The objectives of the course are as follows:

- to give students a grasp of the effect and implications of movements of Reformation in England
- to give students an understanding of the scope and development of the Anglican Communion in North America and the world
- to give students the necessary historical background so they may understand and articulate the contemporary situation of global Anglicanism

Course Requirements:

1. Attendance

“Students are expected to attend every class scheduled during the course of a term.” (Nashotah House Theological Seminary Catalog, p. 48) This expectation takes on additional significance during a Winter Term course with an intensive residential week. Students missing any portion of the intensive residential week will forfeit, at the discretion of the instructor, up to 20% of their final course grade per day (e.g., a student missing part of one day of the intensive week may not receive a grade higher than 80% (B-) for the course; a student missing parts of two days of the intensive week may not receive a grade higher than 60% (D-) for the course).

2. Reading and Participation, Due 11:59 PM CST on February 2 (40% of Final Grade)

Course readings must be completed by February 2, but it is strongly recommended that students do as much as possible of the required reading as early as possible. Intensive residential week class meetings will consist of lectures and discussions of course reading. A table with a draft schedule for the coverage of the material is included in this syllabus. Students will report the completion of reading via Populi.

3. Book Review, Due 11:59 PM CST on February 2 (30% of Final Grade)

Thoroughly read and write a 1250-1500 word critical review of Kevin Ward, *A History of Global Anglicanism* (New York: Cambridge University Press, 2006). A book review is more than a summary of the contents of a book; it is a work of critical analysis, identifying the author’s perspective and evaluating the strengths and weaknesses of the author’s argument(s). Be sure to carefully attend to the **Guidelines for Book Reviews** supplied with this syllabus. Book Reviews will be submitted via Populi.

4. Quizzes, Due 11:59 PM CST on February 2 (30% of Final Grade)

Four quizzes on the material covered in course readings and lectures will be administered via Populi.

Required Textbooks:

- K. Ward, *A History of Global Anglicanism* (Cambridge, 2006.)
ISBN-13: 978-0521008662
- J.R.H. Moorman, *A History of the Church in England* (Morehouse, 1980).
ISBN-13: 978-0819214065
- R. Prichard, *A History of the Episcopal Church* (Morehouse, 2014).
ISBN-13: 978-0819228772
- P. Marshall, *Heretics and Believers: A History of the English Reformation* (Yale, 2018).
ISBN-13: 978-0300234589

Required Online Resources:

See Populi for any documents or links.

Optional Books (not required):

- B. Kaye, *An Introduction to World Anglicanism* (Cambridge, 2008).
ISBN-13: 978-0521618663
- G. Bray, ed. *Documents of the English Reformation* (Lutterworth, 2004)
ISBN-13: 978-0227172391
- A.G. Dickens, *The English Reformation* (Pennsylvania State, 1989).
ISBN-13: 978-0271028682
- D. MacCulloch, *The Reformation: A History* (Penguin, 2005).
ISBN-13: 978-0143035381
- E. Duffy, *The Stripping of the Altars: Traditional Religion in England, 1400-1580* (Yale, 2005).
ISBN-13: 978-0300108286

Supplemental Reading:

Additional readings may be provided as hand-outs.

While not required or listed as optional, the following texts may be helpful for further study and research.

- Bede, *The Ecclesiastical History of the English People* (Oxford, 1999).
H. Davies, *Worship and Theology in England: Books I-III* (Eerdmans, 1996).
C. Haigh, *English Reformations* (Oxford, 1993).
J.R.H. Moorman, *The Anglican Spiritual Tradition* (Templegate, 1985).
G. Rowell, et al., *Love's Redeeming Work* (Oxford, 2004).
R.H. Schmidt, *Glorious Companions* (Eerdmans, 2002.)

Nashotah House Grading Scale:

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|----|--------|----|-------|----|-------|----|-------|
| A | 94-100 | B | 84-87 | C | 74-77 | D | 64-67 |
| A- | 90-93 | B- | 80-83 | C- | 70-73 | D- | 60-63 |
| B+ | 88-89 | C+ | 78-79 | D+ | 68-69 | F | 0-59 |

Course Schedule

WEEK ONE (January 2-5)

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| <p>READ: (1) J.R.H. Moorman, <i>A History of the Church in England</i>, pp. 137-220; (2) P. Marshall, <i>Heretics and Believers</i>. (3) J.R.H. Moorman, <i>A History of the Church in England</i>, pp. 221-460. (4) R. Prichard, <i>A History of the Episcopal Church</i>. (5) K. Ward, <i>A History of Global Anglicanism</i>.</p> |
| <p>REVIEW: Book Review Guidelines</p> |
| <p>BEGIN: Quizzes</p> |

WEEK TWO (January 8-12): INTENSIVE RESIDENTIAL WEEK (ON CAMPUS)

| January 8 | January 9 | January 10 | January 11 | January 12 |
|--|--|---|---|---|
| AD 1500-1600 | AD 1600-1700 | AD 1700-1800 | AD 1800-1900 | AD 1900-2000 |
| Henry's Reformation Edward's Reformation Mary's Reformation Elizabeth's Reformation Settlement Anglicanism | The Early Stuarts Caroline Divines Civil War & Interregnum Restoration & Revolution Anglicanism Abroad | The House of Hanover 18 th Century Anglicanism The Great Awakening Evangelical Revival Revolution & Reorganization | High Churchmanship 'Rational Orthodoxy' The Oxford Movement American Romanticism The Victorian Church | Quadrilateral & Communion World Wars Ecumenism & Liturgical Renewal Tensions & Fractures Global Anglicanism |
| Reading Material Relative to Class Meetings | | | | |
| Moorman, 137-220 Marshall, 3-579 | Moorman, 221-268 Prichard, 1-67 | Moorman, 269-337 Prichard, 69-138 | Moorman, 338-415 Prichard, 139-257 | Moorman, 416-460 Prichard, 259-433 Ward, 1-318 |

WEEK THREE (January 15-19)

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| <p>COMPLETE: Reading, Book Review, and Quizzes</p> |
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WEEK FOUR (January 22-26)

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| <p>COMPLETE: Reading, Book Review, and Quizzes</p> |
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WEEK FIVE (January 29-February 2)

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| <p>COMPLETE: Reading, Book Review, and Quizzes DUE 11:59 PM CST ON FEBRUARY 2</p> |
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Guidelines for Book Reviews

A Book Review, Not a Book Report

One of the main purposes served by Book Reviews is to provide an analytical and evaluative summation, usually of recently-written books. Book Reviews are brief, they describe a book's main ideas and features, and they contain a carefully reasoned discussion of the book's perceived strengths and weaknesses.

A Book Review is not the same as a Book Report. Book Reports tend to focus on what happens within the books they discuss—more often works of fiction—and they are concerned with *the world inside of the book*, focusing especially on matters of plot, characters, and themes. Book Reports are typically associated with grade-school reading and writing curricula. They are good and helpful tools for developing attentive reading habits and effective writing.

Book Reviews, however, serve a somewhat different set of purposes. They describe and evaluate the content of the books they discuss—more often works of non-fiction, but occasionally fictional works as well—and they are concerned not only with what happens within the books under review, but how the content of those books relate to *the world outside of the book*. They are more typically associated with college and university curricula and also appear in many professional academic journals and publications.

Book Reviews for Seminarians

Why should seminarians be interested in developing the skill set associated with writing Book Reviews? Since such skills lend themselves to producing brief evaluative descriptions of recent books, they are also applicable to many post-seminary ministerial tasks—ecclesial as well as academic. The skills associated with writing Book Reviews can help you to:

- evaluate a book to which a parishioner has called your attention or asked your opinion
- effectively summarize a book for a church newsletter, website, or blog
- effectively summarize a book (or a portion thereof) in a sermon or church school lesson
- thoughtfully decide whether or not to purchase and read a book, and for what reasons
- carefully and reasonably make recommendations about books to others
- help others to learn to read and think about books selectively, critically and evaluatively

Before You Read

Before you begin to read, take an inventory of the following:

- **Author:** Who is the author? Where does s/he work? Has s/he written anything else? If so, in what genre or style? Does s/he have any expertise or personal experience that contributes strengths or weaknesses to the book? (Consult additional sources if needed.)
- **Genre:** What type of book is this? (Fiction/nonfiction? Poetry? History? Other?) To whom is it written? Why? What is the intended purpose of the book?
- **Publisher:** Who is the publisher? Is the book self-published or produced by a publishing company? What kind of book is this and who seems to be the intended audience? (Popular? Academic?) To whom is the book intended to be sold, and for how much?
- **Title:** What is the title of the book? What does it suggest? Is it ever mentioned in the book? If so, how and why? Does the title accurately convey the substance of the book?
- **Book Jacket/Cover/Printing Quality and Layout:** (Hint: The production and marketing of a book can sometime give you a glimpse of the publisher's own already conducted mini-review.) Does the appearance of the book provide any clues about it? Is it visually attractive? Boring? Is it trying to get your attention? Does it assume that you will read it no matter how plain it looks? How does the text look? Small? Large? How much space is there between lines? How wide are the margins? Any footnotes or endnotes? Which? How are they formatted? Are they helpful? Informative? Misleading? Conveniently or inconveniently located? Are there pictures, maps, or graphs? Do the binding, page cut, typescript, texture and appearance of the cover or pages enhance or diminish the experience of reading the book?

- **Foreword/Preface:** What do the foreword and/or preface tell you about how the author and/or others understand the significance of the book? Why was it written? What is it hoped to produce or contribute? What is the author's point of view? (Later, after reading the book, do you think the book delivers on any claims made for or about it in the foreword and/or preface?)
- **Table of Contents:** What does the Table of Contents tell you about the book? Is it structured in chapters? In parts? Are any sections noticeably longer or shorter than others? Do chapter titles reflect what the chapters are about, or are they confusing or misleading? Does anything seem to be overlooked or missing? Are any clues to the author's perspective or purposes offered here?
- **Introduction:** How is the book presented to the reader? Any helpful insights or revealing surprises here? Does the author mention any personal experiences or influences or disagreements with other scholars/writers that motivated the writing of this book? What does the author tell you about what to expect from the book? (Later, after reading the book, do you think the author delivers on what s/he suggests you should expect?)
- **Back Matter/Indices/Appendices/Bibliography:** Do indices tell you what the author or publisher thought important about the book? Is anything 'missing'? Do appendices suggest additional issues or material the author thinks might also pertain to the subject of the book? What kinds of works were used by the author in the production of this book? Are there any surprising inclusions or noticeable gaps?

As You Read

As you read the book, think about ways you might structure your summary of what the book is about (Chronological? Thematic? Other?) and decide on which way would be best. Take notes on the book's content and the author's point of view and style as you read. Continue to think about the following:

- **Author:** Keep in mind what you have already learned about the author's background, intentions for the book, and point of view. Does s/he deliver? How would you characterize the author's style of writing? Formal? Informal? Appropriate to the subject matter? Suitable for the intended audience?
- **Thesis/Ideas/Concepts:** Does the author clearly articulate a thesis for the book? Is it interesting? Does it contribute something new to an established discipline? Does it change our understanding of its subject matter or the world? Are key ideas well-defined and effectively communicated? Can you understand the concepts the author uses—even if you do not always agree? If there are conceptual problems, of what kind are they? (Perspectival? Informational?) Was anything left out that would have helped to better define the thesis, ideas, or concepts of the book? Can you identify ways the author could or should have better or more clearly stated his/her thesis, ideas, or concepts?
- **Argument:** What is the author's argument? What does s/he wish you to understand? How is the argument made? What support does the author provide? Is the argument consistent and strong? Is it flawed and weak? Is it made clearly? Persuasively? Effectively? What decisions or changes might it require those convinced by it to make?
- **Historical Figures/Characters:** Are there important historical figures or characters in the work? Who are they? How are they and their achievements described or presented? How do they affect the 'story' the book is trying to tell? Are there any obvious errors or controversial interpretations of the significance of historical figures or characters to which the author alerts the reader, or which you detect and can confirm by reference to other sources?
- **Themes/Motifs:** Do any themes or motifs recur in the book? Do they help to organize the structure of the account or to facilitate comparisons between dissimilar times, places, people, or events? Do they contribute or detract from the author's thesis? How so? (Check outside sources and give examples.)
- **Accuracy:** How accurately are matters of fact and information reported in the book? Is the author a reliable guide to matters s/he is presenting or discussing? (Check outside sources when necessary.)
- **Quotes:** Are there any important, memorable, or truly insightful portions of the author's writing that stand out? Can the author's point of view, style, or expertise be demonstrated in a brief and effective quotation from the book?

After You Read and When You Are Ready to Write

Outline

Review the notes you took while reading and prepare a preliminary outline. Organize your notes and thoughts in support of a clearly defined thesis that will accurately communicate both the intent of the book you have read and your understanding of it. Outline arguments in support of your thesis, drawing selectively from your notes, your thoughts, and your experience of reading the book. Structure your outline coherently, developing your thesis in a clear and orderly way.

Draft

Using your outline as a guide, and your notes and the book as resources, begin writing.

Preliminary Information:

Start with a bibliographical statement including: author's first and last name, full title, series information, edition (place of publication: publisher, date of publication). number of pages, special features; ISBN; retail price. (See the example below.)

Amir Harrak, *Catalogue of Syriac and Garshuni Manuscripts: Manuscripts Owned by the Iraqi Department of Antiquities and Heritage*, Corpus Scriptorum Christianorum Orientalium 639 / Subsidia 126 (Leuven: Peeters, 2011). Pp. xl + 149 including 7 plates; ISBN-10: 9042925213, ISBN-13: 978-9042925212; \$102.00.

Introduction and Thesis Statement

In a clear and attention-getting way, introduce and briefly describe your subject (including at least the author's name and the book's title). Be sure to identify the thesis and point of view of the author of the book under review. Then, state your central thesis, and set the tone of the review. (See further description below.)

Exposition

Develop your thesis using supporting arguments as set out in your outline. Use description, evaluation, and if possible explanation of why the author wrote as s/he did. Provide examples or use quotations to illustrate important points or peculiarities.

Critique

If your thesis has been well argued, the concluding critique should follow naturally. It should provide a final assessment and your recommendations concerning the book. No new material should be introduced at this point.

Revise

Review your work for clarity, coherence, and accuracy.

Further Description of Three Necessary Components:

Introduction and Thesis Statement:

In a clear and attention-getting way:

A. Introduce and briefly describe your subject (including at least author and title). Be sure to identify the *thesis* and *point of view* of the *author of the book under review*.

Opportunities for extensive description and evaluation come later. Here you are introducing the author and book you are reviewing as clearly, concisely, and effectively as possible.

B. State your thesis.

Clearly and effectively communicate your understanding of the intent of the book you have read and your understanding of it in a way that sets up your fuller description and evaluation of the book's subject matter and the author's achievement. This is where you begin to serve as a guide to the book under review and...

C. Set your authorial tone.

Be formal, but not stilted. Avoid jargon and extended metaphors. Try to keep your sentences simple and concise so readers can easily follow your train of thought. Avoid run-on sentences. Avoid informality, caustic, dismissive, or deprecating remarks. (Remember: in Book Reviews "critical" is to be understood in terms of analytically and evaluatively holding accountable the author and the book under review. You should rigorously but constructively identify strengths and weaknesses. You should not, however, understand "critical" to condone disparaging, accusatory, ad hominem, or other forms of "attack" upon the author or book under review.)

Exposition:

Describe and explain how the author argues the thesis. This is where you, the reviewer, attempt to answer such questions as the following: What does the author say? How does s/he argue her/his position? Provide analysis rather than trying to reproduce the book's content. Identify the major points made by the author. Provide the book's basic argument(s), not every detail, but remember that your intended audience has not read the book, so be sure to provide a full enough description to help them decide if they should.

Use examples from the book to illustrate how the author argues the thesis. Be sure to address the following questions in your account of the author's argument.

A. What is the nature of the material used?

Does the author make more use of primary or secondary sources? What kind of materials did the author use in her/his research? (Look for clues in the footnotes and bibliography.)

B. How well is the work organized?

What time-span does the book report on? What topics does the book cover? Does the book attempt to provide a complete or a limited account of its subject? Is the book clearly and consistently organized? Does it include or omit matters it shouldn't?

C. What is the emphasis?

Can you tell which materials the author considers most important? Does the author emphasize economic, political, intellectual, religious, or other elements?

Critique:

In a well-written Book Review, you will have withheld judgment until now in order to provide the best possible analytic description of the book you are reviewing. Now the time has come to evaluate what you have read. Be sure to address the following questions in your constructive critique.

A. What is the author's point of view?

Describe the author's point of view, giving examples to support your characterization. Does the author's perspective help or hinder her/his argument? For what reason(s) did the author write this book? What did the author hope to achieve by writing? Do you think s/he succeeded? Why or why not? (Be sure to give examples!)

B. How is the book influenced by the historical context in which it was written?

Could this book have been written in this way at any other time in the past? How does it stand in relation to the historical period(s) it discusses? Does the author seem helpfully and healthily aware of her/his own historical situation?

C. How would you describe the literary quality of the book?

Is the book well-written? Is it enjoyable, interesting, and informative? Is it tedious or dull? Is it helpful or confusing? Who would benefit by reading it? Provide reasons for your assessment, giving examples if possible.

D. Has the author produced a coherent and consistent book?

Does the author articulate, argue, and support the stated thesis to your critical satisfaction? If the argument is sensible and sound, clearly explain why it is so, providing examples of what went right, and what it might contribute to a reader's understanding. If the argument is not sensible or sound, clearly explain why it is not, providing examples of what went wrong, and how it might be corrected. Have questions been raised but not answered? Did the author do what s/he said s/he would in the preface or introduction? Does the book deliver on its promises? (Remember: you are passing judgment on the work, not on the author as a person.)