HIS 650
Anglican History, Theology and Spirituality
Dates: January 18, 2022 - April 5, 2022 on Tuesdays
Instructor: Grant Rodgers
Spring Term 2022

Prerequisites: HIS 500, LS 500 unless otherwise specified after consultation with the Instructor. Typically, students in this class will be meeting Anglican denominational requirements toward the Diploma in Anglican Diaconal Studies (DADS), the Master of Divinity (M.Div.), and in some cases the Master of Arts in Public and Pastoral Leadership (MAPPL) degree. Certificate and audit students may be considered on an individual basis.

Purpose: This course is one of the key components of the Anglican Formation program at VST. It provides an historical overview of the Anglican Church, from its pre-Reformation roots, through the era of reform, up to the present. Along the way, we will take note of salient personalities, key moments, important documents, as well as Anglican expressions in the arts and music. In all the events that shaped our history and became our story, we will explore how the circumstances shaped and defined what people tended to believe, and how that was expressed liturgically and in ministry and daily life. All being well, in all the diversity of persons and developments, we may be able to discern the distinctive character or spirit or ethos of Anglicanism.

Format and Content: Over the Spring term, beginning January 18, at 9:00 a.m., the class will meet for 11 three-hour classes. Each class will consist of a lecture and/or media presentation, discussion and student presentation/discussion. Thorough preparation of the readings will be expected and necessary. Synchronous distance participation will be possible via Zoom. This course carries three credit hours.

This course takes students on a journey exploring the great historical moments, movements and famous figures that gave rise to the spirituality we would now define as Anglican. Starting with our present experience and understanding of Anglicanism, we will consider its monastic roots, its public character and the role of the laity, its relationship with the British Empire and colonialism, its emerging voices and narratives in becoming a truly universal communion. Figures like St Hilda, St Benedict, Thomas Becket, Julian of Norwich, John Wycliffe, Thomas Cranmer, Elizabeth I, Richard Hooker, John Wesley, John Henry Newman and Evelyn Underhill emerge and are considered in their immediate and long-term context, along with a few lesser-known characters whose lives illuminate other aspects of the Ecclesia Anglicana. The aim of the course is to bring the historical events and people to life so we may understand the realities and challenges of particular times and how the Church responded with various theological expressions and positions unique to the Anglican Way.

We will encounter some interesting questions: What are the roots of our sense of comprehensiveness and inclusion? Why are we both Catholic and Protestant? Who are the greatest figures in Anglican history? How did the Reformation impact the Anglican Church? How can we be simultaneously sacramental, mystical, rational and intellectual? What is the via media or middle way, and is it still a valid understanding of what Anglicans are about? Can we be both venerable and viable – what does the future hold?

Calendar – a detailed schedule will be issued to students via Canvas prior to the first class.

Competencies

Students successfully completing this class will be able to identify key moments and figures in Anglican history, have a sense of the development of a uniquely Anglican perspective and practice, and be able to speak to some of the unique strengths and characteristics of Anglicanism. They will demonstrate a better appreciation of the need to remain open to future possibilities for a church that continues to reform and evolve. They will be able to identify and articulate the fact that the Anglican Church has elements both Catholic and Protestant, and they will demonstrate awareness of other significant influences that have shaped its development from *Ecclesia Anglicana* to the era of the Anglican Communion. Participants will be able to identify common threads in a history that contains many and sometimes competing narratives, as well as narratives that continue to emerge and develop. They will be able to see how the Anglican Way applies in the context of parish and community life. Students will be better able to articulate their personal reasons for being Anglican in the midst of the great ecclesiastical diversity and religious controversy that characterize our time.

EXPECTATIONS, ASSIGNMENTS AND EVALUATIVE CRITERIA

Students are expected to participate positively in class discussions, having done required reading and other assignments as scheduled. Their comments and questions indicate meaningful interest and preparation, an understanding of the assigned readings and exercises, and an ability to apply what they have learned to their own practice of being an Anglican.

Certificate and Audit students will be expected to do the readings and may do the written and other assignments, in consultation with the Instructor, but students taking the class for credit will be given priority for in-class presentations.

ASSIGNMENTS:

One in-class presentation on a major figure of the Anglican faith, and the theological movement or trend that person represents.

One in-class exam.

A 3000-word final paper (in Word format) on a subject or subjects to be assigned.

Assignment Criteria:

In-class presentations:

1. Presentation on a major Anglican historical figure. The task will be to bring that person to life for the class, naming their significance in their own time and their enduring value to us.

Presentation time of 20—25 minutes aimed at informing and also generating response and discussion → Q and A for 15--20 minutes
Written material to be handed in to Instructor (or designate)

Paper:

1. The major written assignment will be a paper of **3000 words** (not counting citations and bibliography), Word format, VST-approved writing standards, Turabian (or Chicago) citation, and free of grammatical and spelling errors. Reference assigned texts and recommended and other texts ("research depth of 10-15 entries beyond course texts" – Student Handbook). The paper is due by **April 14, 2022**.
2.
    VST Approved Citation Styles: The Kate L. Turabian Manual for Writers (Turabian) and the Modern Languages Association (MLA) in their most recent edition are considered the official VST citation styles. For assistance, see the VST Librarian.

    Note: If students are using Kindle or other electronic versions of texts, citations need to include chapter or other references (i.e. from the printed text itself) that will enable the Instructor to know where to find the reference in the printed text, as electronic versions typically do not have page references. Printed versions of the official texts are on reserve in the VST Library, so if it is possible, please use citations that connect with page numbers.

Required texts:.

Chapman, Mark. *Anglican Theology.* T and T Clark, 2012.

McAdoo, H. R. *Anglican Heritage: Theology and Spirituality.* Canterbury Press, 1991.

Platten, Stephen, ed. *Anglicanism and the Western Christian Tradition*: *Continuity, Change and the Search for Communion.* Canterbury Press, 2003.

These texts will be ordered by VST Library to the UBC bookstore and copies will also be available in VST Library.

Recommended Reading (specific chapters/articles):

Jones, Cheslyn, Geoffrey Wainwright, Edward Yarnold, eds. "The English Mystics" in *The Study of Spirituality, pp. 328—337.*

Allchin, Kenneth. "Anglican Spirituality," Part 6 – 1, in *The Study of Anglicanism*. (Rodgers)

Avis, Paul. "Authority in Anglican Theology*," Part 3, Ch. 17* in *Anglicanism and the Christian Church,* pp. 271—291

Moorman, John R. "The Early Eighteenth Century (1702—1738)," Chapter XVI in *A History of the Church in England*, pp. 269--293

Stevick, Daniel B. "The Spirituality of the Book of Common Prayer," Chapter VI in *Anglican Spirituality,* pp. 105—120.

Stevenson, W. Taylor. "Lex Orandi – Lex Credendi" Part IV Chapter 6 in *The Study of Anglicanism*, pp. 187 -- 202

Sykes, Stephen, "The Genius of Anglicanism," in *The English Religious Tradition and the Genius of Anglicanism,* p. 227—242

Other Recommended reading:

Avis, Paul. *Anglicanism and the Christian Church*. Fortress Press, 1989
Brittain, Christopher C. and Andrew McKinnon. *The Anglican Communion at a Crossroads: The Crises of a Global Church.* The Pennsylvania State University Press, 2018.
Burns, Stephen, *Liturgical Spirituality: Anglican Reflections on the Church's Prayer* (Weil Series in Liturgics). Seabury, 2013.
Bunting, I. *Celebrating the Anglican Way*. Hodder and Stoughton, 1996.
Butler-Gallie, Fergus. *A Field Guide to the English Clergy: A Compendium of Diverse Eccentrics, Pirates, Prelates and Adventurers; All Anglican, Some Even Practising*. Oneworld Publications*, 2018.*
Cummings, Brian. *The Book of Common Prayer: A Very Short Introduction*. Oxford University Press, 2018.
Cummings, Owen F. "Bishop Lancelot Andrewes (1555-1626), liturgist." Source: Worship, 85 no 5 Sep 2011, p 408-425.
Cunliffe-Jones, Hubert, ed. *A History of Christian Doctrine.* T and T Clark: 1978.
Douglas, Ian. T. and Kwok Pui-Lan. *Beyond Colonial Anglicanism: The Anglican Communion in the Twenty-First Century.* Church Publishing Inc., 2002.
Duffy, Eamon, Diarmaid MacCulloch, Peter Lake, Judith Maltby, *Anglicanism and the Western Christian Tradition: Continuity, Change and the Search for Communion,* SCM Canterbury Press, 2003
Duffy, Eamon. *The Voices of Morebath: Reformation and Rebellion in an English Village*. Yale University Press 2001.
Eliot, George. *Scenes of Clerical Life.*
France, R.T, and McGrath, A. *Evangelical Anglicans: Their role and influence in the Church Today*. SPCK, 1993.
Heaney, Robert S. *The Promise of Anglicanism.* SCM Press, 2019.
Kwok Pui-Lan, Judith Berling and Jenny Pane Te Paa, eds. *Anglican Church Women and Mission.* Canterbury Press, 2012.
MacCulloch, Diarmaid. *All Things Made New: The Reformation and Its Legacy.* Oxford, 2016.
MacCulloch, Diarmaid. *Thomas Cranmer, A Life*. Yale University Press; Revised edition, 2017.
Marshall, Peter. *Heretics and Believers: A History of the English Reformation*,
Marshall, Peter. *Reformation England 1480-1642* Bloomsbury Academic; 2 edition 2012.
McGrath, Allistair. The *Renewal of Anglicanism* (SPCK, 1993)

Hooker, Richard. *The Lawes of Ecclesiastical Polity*
Jewel, John *Apology*.
Moorman, John R.H. *The Anglican Spiritual Tradition*
----- *A History of the Church of England, 3rd Ed.* Adam and Charles Black 1973.
Pobee, J S, *Invitation to be an African Anglican.* Accra: Asempa Publishers, 2000.
Ramsey, Michael. *The Anglican Spirit.* New York: Seabury 2004.
Sachs, William L. *The Transformation of Anglicanism: From State Church to Global Communion.* Cambridge, 2002.
Schmidt, Richard H. *Glorious Companions: Five Centuries of Anglican Spirituality,* Eerdmans, 2002.
Sykes, Stephen, John Booty, Jonathan Knight, eds. *The Study of Anglicanism.* SPCK, 1998.
Thompsett, Fredrica Harris. *Living With History.* Cambridge: Cowley Publications, 1999.
Geoffrey Rowell, Kenneth Stevenson, Rowan Williams, ed. *Love's Redeeming Work: The Anglican Quest for Holiness.* Oxford, UK: Oxford University Press, 2003.
Thornton, Martin. *English Spirituality: An Outline of Ascetical Theology according to the English Pastoral Tradition.* Wipf and Stock: 1986.
Whittock, Martyn. *Life in the Middle Ages: Scenes from the Town and Countryside of Medieval England*, Running Press, 2017
Williams, Rowan. *Anglican Identities*. Cowley: 2003.
Woodeforde, James. *The Diary of a Country Parson 1758- 1802*. Canterbury Press, 1999

COURSE POLICIES

1. **Academic Guidelines for Courses:** It is a School policy that opportunities are provided for students to demonstrate sufficient competency in a given area during the course in which that competency is evaluated.

   Competency is evaluated through:
   • Attendance (at least 80% attendance is required to receive an APP for the course)
   • Class participation
   • Major Paper
   • In-class exam
   • Class presentations

   All course work must be completed during the term in which it is taken, and all methods of evaluating competency will be considered in designating the student's final grade for the course. Competency as evaluated through attendance and class participation is as important as written assignments; therefore, receiving 'Approved' on a paper or exam does not guarantee final approval of the course.

2. **Attendance/Distance students:** Minimum of 80% attendance is mandatory. The class may be taken either in person or synchronously via **Zoom connect** (if the student classifies as a distance student). If the Covid pandemic continues to pose significant risks, the option of online attendance will be available to all. Synchronous distance students are ordinarily required

to be visible on the screen (via Zoom) during class time. An asynchronous option is not possible. No more than two (2) absences are allowable. A precis and reflection on the assigned readings will be required for those who miss a class.

If a student must be absent on a day when they are assigned to make a presentation, sufficient notice is expected so the Instructor may adapt that day's material. Also, in addition to the precis of assigned readings, an academic paper will be required of the student which will cover the material that was intended for in-class presentation.

3.   **Reading and assignments**: Students are expected to be familiar with all required reading before the applicable class and to complete all assignments within the specified dates of the course and term, as given by the Instructor. The final assignment will be a paper of 3000 words, in the format approved by VST, due by **April 14, 2022,** evaluated according to VST standards.

    3.0 credit hours: **Reading requirements** (600-level): 900-1500 pages;
                                      Writing requirements (600-level): 3750-6000 words (15-24 pages)
                                      Research Depth (600-level): research depth of 10-15 entries beyond course texts --from *The Student Handbook*

VST Letter Grade Scale

Letter Grade Description of fulfillment of expectations and competencies

A+
Exhibits exceptional clarity, complexity, perceptiveness and depth; responds critically and perceptively to the task, indicating an superlative or highly advanced analysis; displays a highly imaginative, creative and original approach; engages material or task at an advanced level; demonstrates faultless structure, organization and style; displays abilities to synthesize, integrate, and extend knowledge and skills

A
Exhibits clarity, complexity, perceptiveness and depth; responds precisely and critically to the task, indicating an excellent analysis; displays an imaginative, creative and original approach; engages wide range of material or task at an advanced level; demonstrates excellent structure, organization and style; displays abilities to synthesize and integrate knowledge and skills

A-
Exhibits clarity and perceptiveness, shows depth of thought; responds precisely and critically to the task, indicating strong analysis; displays evidence of an original approach or thinking beyond that taught in class engages a range of material with clarity and precision; demonstrates clear structure, organization and style; displays abilities to integrate knowledge and skills beyond those taught in class B+ Exhibits a good ability to evaluate main issues and produce well-reasoned arguments; responds appropriately to the task with some critical capacity, indicating a competent analysis; displays evidence of adequately reproducing approaches and ideas taught in class with occasional originality; engages a good range of relevant issues, resources, and materials, in some cases beyond those covered or assigned; material is presented with reasonable care and has a discernible structure; displays ability to understand and reproduce integration of knowledge and skills as presented in class

B+

Exhibits ability to evaluate main issues and produce arguments relative to a discussion; responds appropriately to the task with some critical capacity, indicating a basic analysis following that modeled in class; displays evidence of adequately reproducing approaches and ideas taught in class and can recognize originality or new approaches in material; engages materials and resources as assigned and can find new sources; material is presented with adequate structure, organization and clarity; displays ability to understand and describe integration of knowledge and skills presented in class

B
Exhibits ability to summarize arguments and reproduce thinking from class or readings, with basic grasp of main issues; responds appropriately to task most of the time, indicating an adequate analysis but limited critical capacity; displays evidence of adequately reproducing approaches and ideas taught in class but work lacks originality; engages only materials and resources as assigned; material is presented with adequate structure, organization and clarity but contains noticeable lapses in structure or clarity; displays ability to understand integration of knowledge and skills presented in class

NAPP
Exhibits inaccurate or incomplete or superficial grasp of main issues and limited ability to summarize and present arguments; Responds inappropriately to the task, with superficial analysis and limited critical capacity; Displays limited ability to grasp approaches and ideas presented in class; Fails to engage materials and resources presented in class or avoids some approaches; Material is presented with significant mistakes in structure, organization and clarity; Does not display ability to understand integration of knowledge and skills.

4.**Certificate and audit students** – students studying in a certificate program or auditing the course with instructor approval, will be subject to different assignments and evaluation standards. These will be considered on an individual basis, depending on previous educational experience and vocational intentions.

5.**Academic honesty**: Students are expected to adhere to VST's requirements for academic honesty as published in the Student Handbook.

6.   **Use of Social Media in Classrooms**: Ordinarily, the use of electronic devices in the contexts of classrooms or meetings will be to support the learning, formation, or agenda at hand. The sessions may **not** be recorded without the Instructor's permission prior to the class. Texting, tweeting, emailing during class is not acceptable.

7.   **Inclusive language:** In speaking and writing, inclusive language is expected when making reference to human beings and a variety of metaphors are anticipated when making reference to God. Sexist, racist and other derogatory language directed toward other students, the Instructor or people in general while in class may result in suspension or expulsion from the class.

8.   **Readiness for Ministry (RFM) Criteria** – in-class participation and behaviour to be considered in light of RFM criteria ("Satisfactory academic performance and appropriate conduct are necessary prerequisites for all students at VST to continue their studies" -- see Student Handbook p. 31—35), as well as a Learning Covenant.   Disrespectful, abusive or threatening language and behaviour is not acceptable.

9.   **Late assignments**: Submission of assignments on time is an important part of academic, professional and pastoral competence and a part of every course at VST. All assignments in courses are due on the dates specified in the syllabus for each course. Failure to submit an assignment on time of an assignment. Failure to submit assignments on time will be noted in the narrative evaluation and will affect the final grade for the course unless an extension has been arranged with the Instructor. Due to the values given to the course assignments toward the overall grade, failure to submit an assignment at all will constitute an automatic "Not Approved" for the course. All assignments must be completed within the term the course is being taken, unless negotiated first with the Instructor and then with the Dean, Dr. Mari Joerstad.

10.   **Safe Space**: VST is committed to creating a safe space and an inclusive, thoughtful, generous learning environment. If you have a diagnosed or suspected learning disability, chronic condition, mental health concern, or physical requirement which you anticipate may affect your participation in this class, or create a disruptive impact on the class, you are encouraged to discuss your situation with the Instructor and the Dean within the first week of classes.

11.   **VST Student Editors** The list of VST Student editors is held confidentially by the Registrar. If a student knows who the editors are, they should not approach them directly for assistance, but always submit their paper through the Registrar's office. The following editorial dimensions will guide the work of the VST student editors:

• **Proofreading**: correction of spelling, capitalization, and punctuation;
• **Typographic Errors:** Typographic errors, such as extra letters and spaces;
• **Logic & Grammar**: lack of transition phrases between paragraphs; subject-verb agreement, pronoun referents, run-on and fragmented sentences, weak verb usage, and other grammatical mistakes.
• **Citation Style:** attention will be paid to correct use of citations based on the VST Style Guide.