

EP 151 SYLLABUS**Sheryl A. Kujawa-Holbrook**skujawa-holbrook@cst.edu**EPISCOPAL HISTORY AND POLITY****Spring 2019***Saturdays 1:00- 4:00 p.m.***I. COURSE DESCRIPTION**

The purpose of this course is to give students a working knowledge of the history (histories), ethos, and cultures of the Episcopal Church: an appreciation of both the highlights and the challenges of our Anglican North American heritage; and, the ability to apply these insights as religious leaders to pastoral and teaching contexts. Students will also examine the history and role of the Episcopal Church within the context of Global Anglicanism. The course will focus primarily on the important religious movements in the history of the Episcopal Church and its polity within the context of Christianity in the United States, from the seventeenth century to the present. The course will survey the more generally acknowledged sources and major issues of Episcopal History, and discuss the evolution of ministry and congregational life.

As part members of a global communion, the course intentionally includes the generally acknowledged figures and sources in the western North American tradition, as well as those outside the traditional canon, such as women, people of color, people from the “majority” world, and the LGBTQi community. The intent of the course is to ground understanding in the Episcopal/Anglican ethos with critical appreciation of its diverse and often competing dimensions, and to help students gain the skills to deeply read and interpret historical texts. The overall aim of the course is to encourage and deepen our capacities for Episcopal/Anglican theological reflection and articulation, both in faithful touch with the past as well as in radical tension with historic assumptions, life experience and local practice. As a living tradition, the Episcopal Church is undergoing constant change; as a religious culture, Anglicanism is adaptive to local contexts and is expressed in the vernacular. This course is an opportunity for students to take a pilgrimage into Episcopal/Anglican identity, to learn more about what it means to think, and to pray, and to live as Episcopal/Anglican Christians in a pluralistic world, and then to apply these insights to our formation and our ministries.

Obviously, this course challenges the student in that there is an enormous amount of material to cover in ten sessions. For that reason, students who do the required reading in advance will be greatly assisted in keeping up the pace and will probably enjoy the intensive experience more. *However, no one should miss a class because life intervened and made preparation difficult during a particular week.* Students are encouraged to use this course as an opportunity to learn more about the Episcopal Church overall, as well as to develop in depth knowledge in an area of particular interest for the paper and book report. Like the Episcopal Church, this course is open to all; persons with in depth as well as little formal knowledge of the topics are welcome.

II. PEDAGOGICAL APPROACH

This course will assume that history is not merely a collection of facts or famous persons but an opportunity to enter into conversation with a richly diverse spiritual heritage. Theology, at its best, is not done by isolated, abstract or competitive proclamation; rather by engaging in critical, responsible and committed dialogue with other persons, texts and perspectives. This is a rabbinical teaching perspective: putting ancient voices in conversation with modern ones, digging deep into the text to hear the “voice” of the author in context. Thus, throughout the course students are encouraged to engage actively with course materials from multi-vocal and multi-cultural perspectives.

The format of individual class sessions includes reflection questions, presentations, lectures, exercises, textual study, small group work, and other methods as appropriate. For most classes, students will be asked to deeply read one or several brief texts, along with the additional reading. The goal of this task is to give students an opportunity to experience historical texts in dialogue with their contexts. Although at times the reading for the course is not heavy in terms of the overall page content, deep reading of historical texts takes more time and more focus. It is better to read fewer pages more deeply, in this course, than to scan volumes. Students are ultimately responsible for their own learning. How much you get out of the course will depend on what you put into it.

III. STUDENT LEARNING GOALS (SLOs)

By the end of the course, students will

- 1) develop a working knowledge of the major trends and issues in the Episcopal Church, as well as the sources available for this work;
- 2) reflect theologically on the Episcopal Church history and polity within World global Anglicanism;
- 3) wrestle with questions of identity, authority, culture, and vocation within the context of the contemporary Episcopal Church;
- 4) discern the significance of the Episcopal Church within the history of American Christianities;
- 5) engage skills for naming social, cultural, economic, and/or religious patterns that oppress, maintain, or transform individuals and institutions, and uncover “lost voices” in the dominant narrative;
- 6) examine Episcopal/Anglican spirituality from the perspective of prayer, worship, and formation;
- 7) practice ways to use the Episcopal/Anglican heritage to enhance congregational life; and,
- 8) identify resources for congregational use.

IV. REQUIRED BOOKS AND SCHEDULE

Readings for the course have been selected from a variety of sources in an effort to present a balanced survey course. The assigned books will be augmented by primary texts and other secondary sources at the discretion of the instructor. (Copies will be distributed at least one class in advance.) Students are required to read the assigned texts, and given the intensive nature of the course, participate in class discussions as appropriate.

Required Books:

Gunn & Shobe, *Walk in Love* (2018)

Hein & Shattuck, *The Episcopalians* (2004)

Pritchard, *A History of the Episcopal Church* (2014 – get 3rd edition only)
 Miles, *Jesus Freak* (2009).
 Shattuck, *Episcopalians and Race* (2003/2005)
 Thompsett and Kujawa-Holbrook, *Deeper Joy* (2005).
 Kujawa-Holbrook – *The Heart of A Pastor* (2010) – Provided by the Instructor
Shared Governance: The Polity of the Episcopal Church (2012)

Also, you will need a copy of the *Constitution and Canons* of the Episcopal Church. The most recent edition will be 2018, but is not available yet. It may be available by March. If the 2018 edition is not available by the time you do the assignment, use the 2015 edition. It is important that you have the latest possible edition. You can buy a bound copy from Church Publishing, or it is available for download with the Archives, episcopalarchives.org, or the General Convention website. *Start reading this as soon as possible!*

Schedule:

*If you have the time, read *Walk in Love* by Gunn and Shobe, before class begins. Or ask Santa to bring you a copy for Christmas! It is a recent and excellent overview and introduction to the study of the Episcopal Church. If you do not get to it before class, begins, it is an assignment to read it before the end of the semester.*

Week I (January 19) – Introduction to the Course: Anglican Origins, 1534-1763

Miles, Introduction. (Miles can be read in sections or all at once for inspiration!) Hein & Shattuck, Chapters 1, 2, 3

Week II (January 26) – The Founding of the Episcopal Church, 1763-1811

Reading: Miles, Come and See; Pritchard, Chapters 1, 2, 3; Hein & Shattuck, Chapter 4

Week III (February 9) – The Episcopal Church and Slavery

Reading: Miles, Feeding; Pritchard, Chapters 4,5; Shattuck, Part I
 Student Presentation(s)

Week IV (February 23) – Unity, Diversity and Conflict

Reading: Pritchard, Chapters 6, 7; Miles, Healing; Hein & Shattuck, Chapter 5; (Begin *Deeper Joy*); Student Presentation(s)

Week V (March 2) – Episcopal Polity & Constitution and Canons, WORKSHOP

Reading: *Constitution and Canons* (Worksheet will be provided in advance!); *Shared Governance*

Week VI (March 16) – Episcopal Polity & Constitution and Canons

Reading: Complete reading from Week V and bring **completed** worksheet to class and be ready to discuss your answers.

Week VII (March 30) – Mission and Missions, 1830 -- present

Reading: Thompsett/SKH, *Deeper Joy*; Miles, Forgiving.
 Student Presentation(s)

Week VIII (April 13) – Social and Intellectual Challenges 1865-1918

Reading: Hein & Shattuck, Chapter 6. Shattuck Part II; Miles, Raising the Dead. (*Start Reading The Heart of a Pastor*)
 Student Presentations(s)

Week IX (April 27) – The Modern Era

Reading: Miles, Follow Me; Hein & Shattuck, Chapter 7; Pritchard, 8, 9,10, 11; Shattuck, Part III
 Student Presentations(s)

Week X (May 11) – Unity, Diversity & Conflict

Hein & Shattuck, Chapter 8; Kujawa-Holbrook, *The Heart of a Pastor* – **PAPERS AND EXAMS DUE May 13. Graduating students work due May 1.**

V. ASSESSMENT STRATEGIES

There are three written assignments (two written) required for the course:

- A research paper (7-10 pages) developed from a list of notable Episcopalians who have had a wide impact on the church. (SLOs 3,5,6,7, 8). Due the last class. To complete the paper students must use a *minimum* of three *academic* sources – books, journals, academic sites. No encyclopedias, organizational sites, etc.
- Completion of an oral report on one “notable” Episcopalian (15 min) during February and/or April. Not the topic of the research paper. (SLOs 3,5,6,7,8).
- A take home worksheet on the Constitution & Canons
- A take home, self-timed, three-hour final examination on the reading. There will be a choice of questions, and the questions will be distributed in March. (SLOs 1,2,3,4). Due the last class.

Extensions will only be given in severe circumstances

VI. EVALUATION

All students are required to do the assignments and participate in the class sessions. Students may be downgraded for missed class sessions and/or late assignments. Grading is based 25% on class participation and 75% on written work. You may want to coordinate your work in this class so that it relates to work for another class, but you may not hand in the same paper for more than one class! Topics may relate to each other, but not be duplicates.

VII. CONTACT INFORMATION

I am online almost every day and will respond to your messages as soon as possible. Should you need a telephone conversation or office appointment, e-mail ahead some possible times.

