

Theo 336H; Honors Reformation & Modern Christian History

General Course Description:	Briefly describe the non-Honors version of the course (or attach syllabus). <i>A syllabus is attached. The course grade is determined by 5 projects</i>																		
Honors Contract Topic:	Summarize this project and explain how it individualizes the course. <i>Please see the attached description for a comparison of how the course will be individualized for the Honors student</i>																		
Methodology/Approach:	List the activities the student will do to complete the project. <i>The Honors student will complete the same projects as others in the course; however, a higher level of performance will be required of her. Please see above.</i>																		
Resources:	List specific resources for gathering information for the project. <i>Textbooks, Bible, websites (please see the attached syllabus)</i>																		
Evaluation:	Explain the standards for grading the student's work and percent of the semester grade for the project. Please detail how the course grade will be determined for both non-honors and honors students. <i>The same point system will be used for the Honors student as for other students: A:451-500; B:400-450; C 351-400; D 300-350</i>																		
Grade Distribution/Criteria:	Please list the grade breakdown for both non-honors and honors students in the course.																		
Course Component	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%; text-align: center;">Non-Honors (Points)</th> <th style="width: 35%; text-align: center;">Honors (Points)</th> </tr> </thead> <tbody> <tr> <td><u>Project 1</u></td> <td style="text-align: center;"><u>80</u></td> <td style="text-align: center;"><u>80</u></td> </tr> <tr> <td><u>Project 2</u></td> <td style="text-align: center;"><u>120</u></td> <td style="text-align: center;"><u>120</u></td> </tr> <tr> <td><u>Project 3</u></td> <td style="text-align: center;"><u>80</u></td> <td style="text-align: center;"><u>80</u></td> </tr> <tr> <td><u>Project 4</u></td> <td style="text-align: center;"><u>100</u></td> <td style="text-align: center;"><u>100</u></td> </tr> <tr> <td><u>Project 5</u></td> <td style="text-align: center;"><u>120</u></td> <td style="text-align: center;"><u>120</u></td> </tr> </tbody> </table>		Non-Honors (Points)	Honors (Points)	<u>Project 1</u>	<u>80</u>	<u>80</u>	<u>Project 2</u>	<u>120</u>	<u>120</u>	<u>Project 3</u>	<u>80</u>	<u>80</u>	<u>Project 4</u>	<u>100</u>	<u>100</u>	<u>Project 5</u>	<u>120</u>	<u>120</u>
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Please see the next page for a description of how the course will be individualized for Elise.

Theo 336: The way in which the course will be individualized for the Honors student

In order to earn honors credit for THEO 336, Reformation and Modern Christian History, the Honors student will be asked to complete the same five projects that the rest of the class will complete, but with an added layer of complexity. The projects are graded on a point system. (See the syllabus.) With every project students will be submitting their answers to particular questions from the study guide the instructor developed to accompany their reading from the textbook. In addition, they will have essays to write, in most cases. The Honors student would turn in her study guide answers in the same manner as everyone else. *What she would do differently is as follows. It takes into account her interest in Germany and the German language.*

On project 1, the other students are given a selection of paragraph-length quotations from various Protestant reformers of the 16th century. They may choose one and in a two-page essay explain what he is saying and how it relates to the information about him in their textbook. *The Honors student will be given the section on baptism from Martin Luther's original German text of the Small Catechism. Her task is to translate it and write a one-page essay relating what Luther says there to what she has read about him in the textbook. As the work is graded, the instructor will be looking for a translation accurate enough that she can work with Luther's concept of baptism realistically. As with her colleagues working on their essay, the Honors student will be expected to demonstrate clarity of understanding, ability to link the Reformer's words with what she knows about him from the textbook, and skill in formulating ideas in her own words.*

Project 2 is about the Catholic Reformation, which was a driving force behind the global Catholic missions at the time. This section of the course will involve a trip for everyone to the missions in San Antonio. The rest of the class will be asked to write a two-page essay interpreting their experience at the missions through what they have read in class about the Catholic Reformation. *The Honors student will be asked to incorporate an additional primary source into this assignment. It will be an excerpt from the works of Bartolomé de las Casas. This may add an extra half-page to her essay. In addition to what is expected from the rest of the class in terms of connecting the experience with the textbook, the Honors student will be expected to demonstrate an understanding of what Bartolome de las Casas said and how it fits into the historical context she is studying.*

Project 3 is a map project to be done in groups. *The Honors student will not be asked to do anything different from her colleagues on this project.*

The textbook for the course was written in 1986. Much has happened in church history since then. Project 4 asks students to use the following resources to update church history in the country of their choice.

Barrett, David B., et al., eds. World Christian Encyclopedia. Second Edition. Oxford and New York: Oxford University Press, 2001.

Christianity Today [magazine]

The website of the World Council of Churches (<http://www.wcc-coe.org>)

Websites of particular denominations

The Honors student will be asked to look at <http://www.velkd.de/velkd/index.php3>,

http://www.ekd.de/ekd_kirchen/aufbau.html, or <http://www.uek-online.de/uek/frame/Frame-start.htm>, the German websites of the three main Protestant church bodies in Germany, to

update church history in that region. She has already realized that 1989 was a big turning point

that happened after the textbook was written. The Honors student's work will be sensitive to the church's role in the fall of the Berlin wall and the subsequent re-integration of the churches east and west. As with her colleagues, the instructor will expect the Honors student's work to recognize what are truly significant events in the life of the German church post-1986 rather than getting bogged down in less important and more confusing details.

Project 5 is the final exam. The rest of the class will have a choice about how they will do it. Option A is to pick one church from the following list of Eastern Orthodox churches:

- The Armenian Apostolic Church
- The Armenian Catholic Church of Cilicia
- The Assyrian Church of the East
- The Church of Greece
- The Coptic Catholic Church of Alexandria
- The Coptic Orthodox Church
- The Ecumenical Patriarchate of Constantinople
- The Chaldean Catholic Church of Babylon
- The Greek Melkite Catholic Patriarchate of Antioch, Alexandria, and Jerusalem
- The Greek Orthodox Church of Antioch and All the East
- The Greek Orthodox Church of Cyprus
- The Greek Orthodox Patriarchate of Alexandria and All Africa
- The Greek Orthodox Patriarchate of Jerusalem
- The Latin Patriarchate of Jerusalem
- The Macedonian Orthodox Church
- The Maronite Church of Antioch and All the East
- The Orthodox Church in America
- The Russian Orthodox Church
- The Serbian Orthodox Church
- The Syrian [or Syriac] Catholic Church of Antioch
- The Syrian [or Syriac] Orthodox Church of Antioch and All the East

Their task will be to explore what their textbooks say about the church of their choice, exploring the websites provided in the chapters, and using two resources from a bibliography that I will give them. They will make a 10-minute oral presentation about this church.

Option B is to attend worship at one of the following Orthodox churches in San Antonio:

- St. George Maronite Church
- St. Anthony Coptic Orthodox Church
- St. Anthony the Great Orthodox Church in America
- St. Michael's Antiochian Mission Orthodox Church
- St. Sophia Greek Orthodox Church

All the students attending the same liturgy will prepare a group report on their experience and how it relates to what they have learned from their textbooks about Orthodoxy, to be presented orally in 20 minutes. The Honors student *will be asked to join the group attending St. Anthony the Great Orthodox Church in America and to base her part of the presentation on research into the Russian Orthodox Church after 1989. The instructor will give her a bibliography to guide her research. The instructor will be watching to see if she uses those resources and presents the current realities of the Russian Orthodox Church accurately and in her own words.*