

Syllabus HS 3 popes  
Semester Year Fall 2020

	Introductory 1000-1099	Intermediate 2000-3999
Instructor John Hilary Martin, O.P.	<b>Advanced</b> <b>4000-4999</b>	Doctoral <b>Advanced MA</b> 5000-5999

Instructors School DSPT

Fields (2 fields only) HS

Course # **HS 4163** *New number?* Units 1.5 3 5 other

**COURSE TITLE From 3 Popes to 2 Councils 1378-1439**

**COURSE DESCRIPTION**

After the disputed election of two Popes in 1378 Europe was uncertain which claimant was the true Pope and a schism followed. Demand for reform of the church, *in head and members*, was now also demanded by all sides. The schism which lasted a full generation (36 years) was healed through the efforts of a generation of canonists, theologians and secular rulers. The Church was joyfully reunited at the Councils of Constance (1414-18) and Basel (1431-1449). A spirit of collegial government was generated at the Councils that demanded ecclesiastics and civil leaders govern respecting all factions within society. This attitude while popular, generated opposition as something that was non-traditional. This course will cover the currents of renewal, collegiality and reform in the Church that continued through the Catholic and Protestant Reformations and into the modern period.

**PREREQUISITES**

**REGISTRATION RESTRICTIONS** (Check only those is are limits)

No restrictions

Day and Time Preferences # of Sessions per week 1 # of Sections 1

**Time Blocks**

Tuesday **2:10-3:30 pm**  
**3:40-5:00pm**

**Method and Expectations**

During the first weeks a lecture method will be used to set the scene. After the 3<sup>rd</sup> week the seminar method will be employed and students will read and discuss the theories of governance and church reform developed at Constance, Basel and later at Florence. After Reading week: The seminar will also include an assessment of the influence of these medieval Councils had on later Church polity.

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## Assessment

1. A presentation before the class of the work and activity of a treated in this course.
2. A book Review 6-8 pages on a book chosen by the student. It may be about a Council or a major figure connected with the conciliar movement.
3. A Final Paper 18 pages on the conciliar movement in healing schism/ and /or accomplishing reform of the Church in head and members.

## Bibliography

- Black, Antony, *Council and Commune, The Conciliar Movement and the 15<sup>th</sup> century Heritage*, Shepherstown: Patmos Press, 1979
- Companion to the Council of Basel, ed. By M. Decaluwe, T. Izbicki and G. Christianson, Leiden, Brill, 2017
- Companion to the Great Western Schism (1378-1417)* ed. J. Rollo-Koster et al, Leiden, Brill, 2009.
- Conciliarism and Papalism, ed. J.H. Burns, and T. Izbicki, Cambridge: Cambridge Uni Press,
- Gill, Joseph, Constance et Bale-Florence, Paris: [Histoires des Concile Oecumeniques] 1965.
- Martin, John J., *Doctrinal Authority in the Church on the Eve of the Reformation*, Ann Arbor: University Films International, 1984
- Morrissey Thomas, *The Decree Haec Sancta and Cardinal Zabarella, His Role in the Interpretation and Formulation*, AHC 10 (1978) 145-176
- Oakley, Francis, *The Conciliarist Tradition*, Oxford: Oxford Uni. Press, 2003
- Pascoe, Louis B., S.J. *Church and Reform*, Leiden: Brill 2005
- Quinn, John R., *The Reform of the Papacy*, New York, N.Y.: The Crossroads Publishing Co., 1999
- Stump, Phillip H., *The Reforms of the Council of Constance (1414-1418)* [Studies in the History of Christian Thought, LIII] Leiden: E.J. Brill, 1994

A Companion to the Great Western Schism (1378-1417) Brill, ed. T.  
T. Izbicki, Leiden Brill

Stieber, Joachim W., *Pope Eugenius IV The Council of Basel and the  
Secular and Ecclesiastical Authorities in the Empire*, Leiden, E.J.  
Brill, 1978

Tierney, Bryan, *Foundations of the Conciliar Theory*, Cambridge  
Cambridge Uni Press, 1955.

Watt, James A., "The Constitutional Law of the College of Cardinals Hostiensis  
to John Andreae," *Medieval Studies*, 33 (1971) 127-57.

*Vatican II Renewal Within Tradition*, ed. Matthew L. Lamb and Matthew Levering,  
Oxford: Oxford University Press, 2008.

### **Reading**

1 Students are expected to be familiar with the bibliography given above and in forming  
their own bibliography.

2. The review of a book (the book approved beforehand)

3. A final paper on an approved topic that will be discussed in class, for peer criticism  
and helpful support.

### **Written Work**

1.. A book Review 6-8 pages on a book chosen by the student. It may be about one  
Council or a major figure connected with a council. 25%

2. A Final Paper 18 pages. A short written proposal for the final paper will be  
presented in class 4-6 weeks before the end of term for discussion, criticism and  
support. 75%

### **Purpose, Outcomes and Grading rubrics for the course.**

#### **Course Goals**

The goal of this course is to enable students to examine the work of Ecumenical  
Councils and to interpret conciliar documents. To know the reasons for calling Councils,  
their membership, voting procedures and their theological teachings on church polity. To  
recognize successes and failures of Constance, Basel and Florence in the light of the  
needs of the Christian community in the 15<sup>th</sup> century. They will also see their significance  
for the later church as for Vatican II.

### **Ooycomes**

1. To achieve an understanding of political and ecclesiastical problems using their book review and final paper as evidence of an **intellectual integration** of the material
2. Promote a realization that the Christian community continually dealt with problems authority and collegiality and so help the students develop an **intellectual humility** as they look into the past.
3. The book review and the final paper will encourage students to look beyond reporting from particular text books but to see the success and failures of significant thinkers and develop a sense of **self-direction**.
- 4.. The discussion of readings at the beginning of class, and particularly the discussion of the proposal for their final paper in the presence of friendly classmates is designed to foster a sense of **intellectual collaboration**.
5. The medieval councils and the later all faced different challenges to church unity. Students will be encouraged to find some answers to the **prophetic challenge** of Of a divided church in our present community.

### **Course outcomes**

1. The ability to read conciliar texts with a critical understanding of what they meant at the time and what they might mean for us now.
2. To communicate the fruits of their reading with scholarly writing.
3. The ability to the 15<sup>th</sup> century Councils to offer solutions, or at least materials for addressing contemporary ecclesiastical problems.
4. To examine the relation of ideas, like collegiality, transparency in contemporary religious climate.
5. To alert students that the Eastern Churches always have much to say about religion in the Eastern Mediterranean world.

### **Grading Rubrics**

“A” To have an understanding of the history of Constance, Basel and Florence and an appreciation of Vatican II. To follow the development of a theological theme (e.g., collegiality or reform) from Council to Council. To be aware of how Councils influenced one another. To show some evidence of independent research, for example, the study one of the figures at a council, or a theological text that became influential. To make use of secondary literature. Faithfulness to class discussion. The ability to write a clear and concise final paper on the topic chosen and to prepare a proper bibliography.

“A-“ To have an understanding of the history of Constance, Basel and Florence. To show ability to read a council text. To be aware of how one Council could influence another. To be aware of the secondary literature. Faithfulness to class discussions. The ability to write a clear and concise final paper on the topic chosen and to prepare a proper bibliography.

“B+” Lack of clarity about the use and meaning of council texts. A few gaps in an understanding of the history of the period. Although recognizing that while one Council did have influence over others, a general failure to see any real connections between them. To overlook secondary literature. Lack of faithfulness to class discussions. The final paper lacking a clear statement of the problem chosen for discussion. Few clear conclusions to the paper.

“B” Lacking of understanding of the council texts we have been reading. Notable gaps and mistakes about the whole 15<sup>th</sup> century. A one sided approach to events. Lack of faithfulness to class discussions. The final paper not on the topic we had agreed on. A paper that was largely journalism, or an exchange of unsupported opinions without evidence for the conclusions reached. Some lapses in grammar. A “B” in the first semester indicates the student shows some promise, but needs to see his/her advisor for basic instructions about what is expected.

“C” You will get three credits for this course on your transcript, but the work is below graduate level. It fails to meet the standards set above for A and B.

### **Plagiarism**

This is taking credit for the work of another without giving credit to your source. Sometimes this is *unintentional*, but you will have to prove that, you will be assumed to be guilty. Plagiarism includes, paraphrasing texts, lifting ideas from another without citing where you got them. The academic penalties for plagiarism are severe. An F, a O for the grade is not uncommon. Remember if you quote the full name of the author and the title of the work you are referring to, you are not committing plagiarism. Your paper may have a long string of quotes and little more, but at the end all you can be accused of is not being very original.