



CANTERBURY
HOUSE OF STUDIES
SCHOLÉ ACADEMY

Readings in Theology Through the Ages

(yearlong) 2021-2022

ELIGIBLE STUDENTS:

Grades 10-12

Readings in Theology through the Ages is for the mature upper school student who is interested in reading a variety of theological texts and is willing to enter into the argument of each text and to discuss each one. Students need to respect and listen to others and be able to discuss politely divergent points of view. Students should know how to take notes and write paragraphs and essays without difficulty.

Class Dates: Wednesday, September 7, 2021 through Wednesday, May 27, 2022

Class Times: Monday & Wednesday 3:30-4:45 p.m. (Eastern Time)

Instructor: Rhea Bright

Email: rbright.scholeacademy@gmail.com

Office Hours: Wednesday 8:30-9:30 a.m. and 1:45-3:30 p.m. ET

COURSE DESCRIPTION

The Canterbury House of Studies is a programme dedicated to rediscovering and renewing a lively Anglican heritage of theology, scripture reading and prayer. We will begin our readings in theology with the Patristic (ancient church fathers) and Medieval Periods before reading Anglican theologians of the Reformation and Modern Periods. In part, this will help us to see how Anglicanism builds upon the past, but in addition, these are also great works for any Christian to read.

We will begin with *The Confessions* of St Augustine of Hippo (c.400). This book is about Augustine's conversion, or more properly, Augustine would say, it is about God converting Augustine to Himself. It also includes, in the final books, Augustine's reflection on memory, on time and eternity, and the relation of mankind to the Divine Trinity.

The second text is by the great medieval Franciscan Bonaventure. It is called the *Itinerarium Mentis in Deum*, or *The Journey of the Mind into God* (1259). The title perhaps says enough. It is a work that describes the movement of the human soul to God. It brings the Neo-Platonism of Plotinus (of which Augustine speaks in the *Confessions*) into harmony with the God of Genesis.

The third quarter will begin with a reading of *An Apology of the Church of England* (1562) by John Jewel, Bishop of Salisbury. In his *Apology*, Bishop Jewel argues that the church in England has justly separated from Rome, and it is a reform and renewal of true catholicity, seeking to re-

store the church to the “faith once delivered to the saints”. This is an important work for Anglicans to understand the Anglican tradition as Biblical, catholic and reformed. This reading may be supplemented with some other texts of the period which we will view online.

The modern text we will study is Oliver O'Donovan's book, *On the Thirty-nine Articles: A Conversation with Tudor Christianity* (1986). This book examines the thought that informed one of the primary formularies of Anglicanism, the Thirty-nine Articles. In this context O'Donovan bids us grapple with a wide range of matters of faith and religion and also with our relation to historic tradition.

SCHEDULE

CLASS SESSIONS DATES:

Classes will take place on Monday & Wednesday 3:30-4:45 p.m. (ET) for 32 weeks.

Orientation: Monday August 30.

Semester 1:

September 8, 13, 15, 20, 22, 27, 29

October 4, 6, 11, 13, 18, 20, 25, 27

November 1, 3, 8, 10, 15, 17, 29 [Thanksgiving Break: Nov. 22-26]

December 1, 6, 8, 13, 15 [Christmas Break: Dec. 20-Jan. 7]

January 10, 12, 17, 19

Semester 2:

January 24, 26, 31

February 2, 7, 9, 21, 23, 28 [Winter Break: Feb. 14-18]

March 2, 7, 9, 14, 16, 21, 23, 28, 30

April 4, 6, 18, 20, 25, 27 [Holy Week Break: April 11-15]

May 2, 4, 9, 11, 16, 18, 23, 25

**Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as the instructor's circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designated by the instructor.*

COURSE MAP

QUARTER 1

The Patristic Period:

Augustine of Hippo, *Confessions*

QUARTER 2

The Middle Ages:

Bonaventure, *Itinerarium Mentis in Deum*

QUARTER 3

The English Reformation:

Bishop John Jewel, *An Apology for the Church in England*.

QUARTER 4

Modernity:

Oliver O'Donovan, *On the Thirty-nine Articles: A Conversation with Tudor Christi*

REQUIRED COURSE TEXTS:

1. Augustine of Hippo, *Confessions* 978-0199537822
2. Bonaventure, *The Journey of the Mind into God* 978-0-87220-200-9
This can be purchased directly from Hackett Publishing Co.
<https://www.hackettpublishing.com/catalogsearch/result/?q=bonaventure>
3. Bishop John Jewel, *An Apology for the Church in England* 978-1949716047
4. Oliver O'Donovan, *On the Thirty-nine Articles: A Conversation with Tudor Christianity* 978-0334043980

EXPECTATIONS OF STUDENTS

1. Students are expected to come to class prepared, with reading assignments completed and contemplated, all materials present, and ready to be intellectually involved.
2. Students are expected to be engaged: listening carefully, asking and answering questions, and thinking about the matters under discussion.
3. Students are expected to take notes on important and relevant content in an organized way so those notes can be consulted for assignments and assessments.
4. Students are expected to submit written assignments on time, neatly and thoroughly completed.
5. Students are expected to act responsibly: to let the teacher know if he or she will be absent and seek a way to make up for the lost class; to keep up with all reading and writing assignments, and ask for guidance and direction from the teacher whenever necessary.
6. Students are expected to be respectful to their teacher, their classmates and the material.
7. Students are expected to submit their work by scanning it and uploading it into the Schoology assignment window.

MASTERY PORTRAIT

Assessment of students is made in light of the following goals:

1. That they increase in faith in God's merciful salvation, in hope for eternal life and in love toward God, His people and His creation.
2. That they discover and think about new ideas as well as familiar ones.
3. That they appreciate the Anglican heritage and tradition, and relate that to their own lives and experience.
4. That they continue to develop habits of careful reading, attentive listening, and expressing their thoughts in the spoken and written word.

ASSIGNMENTS

Reading Assignments:

Students will be given a reading assignment for each class, accompanied by a few questions intended to direct the student to what is most important in the reading for the purposes of this course. Students will also be directed at times to mark in their text in order to make note of key names or terms. Students should expect to spend almost as much time preparing for class as they will spend in class.

Class Discussion and Note-taking:

Class time will be spent drawing out the essential meaning of the readings through Socratic discussion. Students will be directed to take additional notes as necessary.

Commonplace Journal:

At the end of each class, student will be directed to write a few sentences summarizing one or two of the main points of the reading and discussion in a commonplace journal. This journal will become a helpful tool for the student to write short essays on assigned topics. Whenever possible, there will be some time at the end of class given to the students to work on this. Journal entries should be sent to Mrs. Bright by noon the next day for comment and approval.

Writing Assignments:

Students will be asked to write papers at the end of each quarter on selected topics in order to cement and clarify their understanding and to develop their writing skills. They will be given clear instructions about what is expected, and will receive feedback on the content of the composition and on their spelling, grammar, writing style and clarity.

GRADING

The *Readings in Theology* course through the Canterbury House of Studies at Scholé Academy is intended to engage and invite students to read, to think, to question and to express their thoughts in discussion and writing, and these are activities that do not always lend themselves to easy evaluation and assessment. These are not quantifiable activities. Nonetheless, we also recognize the need or desire for grades, so traditional numeric or letter grades will be provided and readily accessed on the *Readings in Theology* Schoology page. Additionally, Scholé will provide a transcript of that grade to the requesting parent at the end of the year.

Student grades will be comprised of:

1. Daily Summaries: 25%
2. Class Participation: 25%
3. Writing Assignments: 50%

ACADEMIC DISHONESTY

Students are on their honor to abide by [Scholé Academy's Learning Philosophy](#) which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.

Additionally, plagiarism is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor. Remember to cite any source if the information is not common

knowledge or is an opinion obtained through any source. A plagiarized assignment will result in a failing grade. Students should consult their chosen style manual (see Student Expectations above) for specific direction on obtaining, quoting and paraphrasing sources.

THE VIRTUAL CLASSROOM

We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provides such software. The virtual classroom will provide students with interactive audio, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They will submit their work to the *Anglican Foundations* Schoology assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR

Rhea Bright has taught at the middle school, upper school and university level. She taught Ancient & Medieval Humanities at the University of Central Oklahoma from 2000 to 2009. From 2009 to 2019, she began teaching at Providence Hall in Oklahoma City (which later became The Academy of Classical Christian Studies). There she taught literature, history, philosophy, Latin, Bible, and logic. She also served as Chair of Humanities.

She holds a B.A. from the University of King’s College in Halifax, Nova Scotia, and an M.A. in Classics from Dalhousie University, also in Halifax. King’s Foundation Year Program, an early integrated great books curriculum, and the Dalhousie Classics department formed and nurtured what became a life-long love of the classics and a deep appreciation of the contribution of the ancient world to whatsoever is good and true and beautiful in the Christian west. She also has a Bachelor of Education from Acadia University in Wolfville, N.S.

She has served on the Boards of the Society for the Preservation of the Book of Common Prayer both in the United States and in Canada. The primary purpose of these organizations is to promote Anglican belief and worship as expressed in the Book of Common Prayer and the Anglican formularies.

Rhea is married to Father Patrick Bright, a priest ordained in the Anglican Church of Canada, who served for over 24 years at All Souls’ Episcopal Church in Oklahoma City, and is now retired from full-time ministry. Together they raised five sons, who are scattered across Canada and the United States. Rhea and Patrick have returned to Canada, and are now enjoying life in her grandparents’ 170-year-old house in rural Nova Scotia.

