



**BRISBANE COLLEGE OF THEOLOGY
UNIT OUTLINE**

GRADUATE DIPLOMA IN THEOLOGY

UNIT TITLE	CHURCH REFORM IN 16TH & 17TH C
UNIT CODES	C74080 (<i>Also offered in Fields D & E</i>)
UNIT STATUS	Elective
HOST FIELD	C (<i>Also offered in Fields D & E</i>)
PREREQUISITE/S	D51011, D73111 Early Church to 500CE or D51024, D73024 Introduction to Church History
INCOMPATIBLES	D52013 is incompatible with D74013
CREDIT POINTS	10cp
REQUIREMENTS	3 hours per week contact for 11 weeks, 2 hours per week for 2 weeks, and 7 hours per week study over a 13-week semester (total hours include 4 hours of postgraduate dedicated teaching, and 2 hours of postgraduate dedicated reading.)
FREQUENCY OF OFFERING	
PREPARED BY	Dr Rosemary Gill
UNIT COORDINATOR	Revd Dr David Rankin
TEACHING STAFF	Revd Dr David Rankin and other sessional staff as required
DATE PREPARED	10 February 2004

Rationale

Study of Church Reform in the 16th and 17th centuries introduces students to a period of great importance to the Western Church, in which the Reformed traditions took their distinctive form, the Church of England was legally established as a discrete ecclesial body, and the Roman Catholic Church developed its post-Tridentine character.

This knowledge, and discussion of it, is valuable in itself, as a significant part of the collective memory of each of these Christian traditions. The unit offers the further challenge of integrating their understanding of the Reformed, Anglican, and Roman Catholic traditions, and moving beyond their own tradition's story to realise and re-interpret the interlocking, and often violent, nature of the 16th-17th century experience of the emerging churches. A satisfactory engagement with this depth of historical research will necessarily involve the students in extensive work with primary as well as secondary texts.

Students are now enrolling in this unit who do not remember the sectarianism of previous generations. This unit is designed partly to alert them to the long journey that their church, amongst others, has had to reach the present state of eirenic dialogue and cooperation. Students may be at the beginning of their academic career or ministerial formation; and also a member of a parish or church-based community, in which their church's history and its historical relationship with the other churches will be discussed. Completion of this unit will assist them in making informed contributions to such discussion. In the case of postgraduate students, their church will call on them, from time to time, to comment on, or explain, its history and its historical relationship with the other churches. Completion of this unit will greatly enhance their ability to fulfill this office.

Relation to Course

This unit examines the history of the emergence of the Church of England, the post-Tridentine Roman Catholic Church, and the Reformed and Protestant churches. It treats the churches' histories individually, and seeks also to determine how they interconnect.

Throughout the unit, postgraduate students are directed to primary texts that will amplify their knowledge of the churches, and deepen their understanding of how these seemingly discrete historical strands are interwoven. They are expected, in the postgraduate dedicated teaching sessions, to be able to discuss the historical context of seminal primary texts. The unit thus provides opportunities for students to hone their research skills, to develop a specialised focus for research, and to integrate knowledge, all of which accomplishments are appropriate to the postgraduate course.

Aims

The overall purpose of the postgraduate unit is to enable students to gain a detailed understanding of their own church's history in the 16th-17th centuries, and to integrate this with the histories of the other churches of the time. This calls for reinterpretation of historical polemic, with extensive use of primary texts; and will assist the students to be informed spokespeople within their own denomination, and in ecumenical contexts.

Objectives

On the successful completion of this unit, students will be able to:

1. demonstrate informed, and integrated, understanding of the 16th-17th century history of the Church of England, the post-Tridentine Roman Catholic church and the Reformed and Protestant churches, through analysis and discussion of selected central issues pertinent to these movements;
2. demonstrate specialised knowledge in one of these traditions;
3. demonstrate understanding of the interrelatedness of these traditions;
4. demonstrate critical use of primary sources, by working analytically and extensively with these.

Content

Week 1	Introductions and handouts. Introduction to library and how to locate hard copy and IT resources specific to unit (this part of session led by college librarian). Bridging lecture for Early Church - Medieval background: sacerdotalisation of Western Church, some reform movements, emergence of national kingdoms and territorial churches, ecclesial attitudes to women, significance of printing.
Weeks 2-3	Continental Protestant Reformation: overview – geo-political setting; initial impetus to reform; why certain doctrinal points and emphases were significant.
Weeks 4-5	English Reformation: overview – geo-political setting; pre-Reformation English reform revisited; Tudor monarchy and its preoccupations; major Continental influences.
Weeks 6-7	Catholic Reformation: overview - political setting; key terms and concepts explained and illustrated: "Reformation" or "Counter-Reformation", Inquisition, confession and penance, collegiality and conciliarity.
Weeks 8-13:	Students are streamed into denominational (i.e.college) strands for denominational-specific classes. Lecturers will develop theme of reform, indicate main schools of historical interpretation, provide illustrative primary texts, refer class to historical and doctrinal connections between its denomination and the other two.

Organisation and Teaching Strategies

Shared contact time includes lectures and small group and plenary class discussion. Some primary texts pertinent to each week's teaching will be included.

The postgraduate dedicated teaching and reading hours will be placed in weeks 8-13. This will facilitate the development of a specialised focus for research, and intentional integration of the denominational histories. During the reading hours students may work individually or in cooperative study groups.

Assessment

Type of assessment	No of words	Weighting %	Due date	Learning Outcomes covered
Essay 1 This essay deals with a major ecclesial issue of the period, of special significance to one of the historical traditions studied. The essay will demonstrate appropriate research skills in the student's use of primary texts and secondary texts.	3000	50%	Tba	2, 3.
Three document commentaries (approximately 1200 words each) on the significance of three primary source extracts studied in class. Each text will be integral to a particular central issue studied within the denominational-specific section of the unit; but students will be expected to show that they understand how the document sits within the broader context of the period.	3 x 1200 each	50%		1, 3

Generic Skills

- Advanced skills in research, including primary and secondary texts.
- Advanced skills in integration of a variety of research material.
- Advanced writing skills: organisation, focus and conciseness.
- Advanced skills in use of electronic catalogues, databases and search engines, as well as hard copy.
- Established skills in praxis.

Textbooks

Required

Primary texts will be provided in photocopied form by the lecturer/s.
Required secondary texts are held in Reserve by the BCT member libraries.

Recommended

Cameron, E. 1991. *The European Reformation*. Clarendon.
Dickens, A. G. 1989. *The English Reformation*, second edition. Batford.
Haigh, C. 1993. *The English Reformations: religion, politics and society under the Tudors*. Clarendon.
McGrath, Alister 1999. *Reformation Thought*, third ed., Blackwell.
Mullett, M. 1984. *The Counter-Reformation*. Methuen.
Oberman, H. A. 1994. *The Impact of the Reformation*. Eerdmans.

Academic and General Resource Requirements

References – Books

Bettenson, Henry and Chris Mander. 1999. *Documents of the Christian Church*, third ed., Oxford University Press.
Bray, Gerald (ed.). 1994. *Documents of the English Reformation*, James Clarke and Co.
Davies, Horton 1996. *Worship and Theology in England: from Cranmer to Baxter and Fox, 1534-1690*, Eerdmans.
Davies, Julian. 1992. *The Caroline Captivity of the Church: Charles I and the Remoulding of Anglicanism 1625-1641*, Clarendon.
De Molen, R. L. (ed.). 1994. *Religious Orders of the Catholic Reformation*. In Honour of John C. Olin on his seventy-fifth birthday. Fordham University Press
Duffy, E. 1992. *The Stripping of the Altars. Traditional Religion in England 1400-1580*. Yale University Press.

- Ellingsen, Mark. 1999. *Reclaiming our Roots: an inclusive introduction to Church History*, vol. 2, *From Martin Luther to Martin Luther King Jr.*, Trinity Press International.
- Evans, Gillian R. 1992. *Problems of Authority in the Reformation Debates*, Cambridge University Press.
- Gilley, Sheridan and W.J. Sheils. 1994. *A History of Religion in Britain*, Blackwell.
- Harries, Richard and Henry Mayr-Harting (eds.) 2001. *Christianity: two thousand years*, Oxford University Press.
- Hill, Christopher. 1993. *The English Bible and the Seventeenth Century Revolution*, Allen Lane: Penguin.
- Hill, Christopher. 1997. *Intellectual Origins of the English Revolution Revisited*, Clarendon.
- Hillerbrand, Hans (ed.). 1996. *The Oxford Encyclopedia of the Reformation*, 4 vols., Oxford University Press.
- Lindberg, C. 1997. *The European Reformations*, Blackwell.
- MacCulloch, Diarmid (ed.). 1996. *Thomas Cranmer: A Life*, Yale University Press.
- Matheson, Peter. 2001. *The Imaginative World of the Reformation*, T & T Clark.
- Marshall, Sherrin (ed.). 1999. *Women in Reformation and Counter-Reformation Europe*, Indiana University Press, 1999.
- Michalski, Sergiusz. 1993. *The Reformation and the Visual Arts*, Routledge.
- Pettegree, Andrew. 1996. *Marian Protestantism: six studies*, Scolar.
- Porter, Muriel. 1996. *Sex, Marriage and the Church: Patterns of Change*, Dove.
- Solt, L. J. 1990. *Church and State in Early Modern England 1509-1640*. Oxford University Press.

References – Journal Articles

- Kittelson, James M. 2002. “‘The same cause and like quarrel’”: Eusebius, John Foxe, and the Evolution of Ecclesiastical History’, *Church History*, 71.4, pp.715-42.
- McGrade, Stephen. 1990. ‘Richard Hooker: an apologist for all seasons’, *St. Mark’s Review*, Autumn, pp.12-19, 37.
- Spinks, Bryan D. 2002. ‘Cranmer, Baptism, and Christian Nurture; or Toronto Revisited’, *Studia Liturgica*, 32.1, pp.98-110.
- Zachman, Randall C. 2002. ‘Gathering Meaning from the Context: Calvin’s Exegetical Method’, *The Journal of Religion*, 82.1, pp.1-26.

References – Online and Other IT Resources

- Wabash Center: Guide to Internet Resources for Teaching and Learning in Theology and Religion - the Reformation e-texts, e-journals and websites:
<http://www.wabashcenter.wabash.edu/Internet/reformation.htm>

The introduction to library and IT resources given to students in week 1 of the unit is designed to assist them to use the electronic catalogue and databases to find relevant journal articles. Students are expected to refine further their skills in this regard. The librarian is available for one-to-one tutorials by appointment.