



BRISBANE COLLEGE OF THEOLOGY UNIT OUTLINE

GRADUATE DIPLOMA IN THEOLOGY

UNIT TITLE	THE CHURCH IN AUSTRALIA
UNIT CODE	D74015
UNIT STATUS	Elective
HOST FIELD	C
PREREQUISITE	D51011, D73011 The Early Church to 500CE
INCOMPATIBLES	D52015 The Church in Australia is incompatible with D74015
CREDIT POINTS	10cp
REQUIREMENTS	3 hours per week contact for 11 weeks, and 2 hours per week contact for 2 weeks, and 7 hours per week study over a 13-week semester (total hours include 2 hours of postgraduate dedicated teaching, 2 hours of postgraduate dedicated reading, and 4 hours of postgraduate-led teaching)
FREQUENCY OF OFFERING	Even Years
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 this unit introduces students to issues of enduring importance to the Anglican, Reformed and Irish/Roman Catholic traditions in Australia. Topics studied include the distinctive arrival of each of these traditions in the colonies, their struggle with inherited national antipathies, secularism and indifference there, the encounter between European Christianity and Aboriginal belief and culture, and the challenge of Australian geography to inherited concepts of mission and church government. Consideration is given to ways in which Australian culture may be called 'religious'; and the extent to which contemporary engagement with issues like ecumenism, social justice, ethnicity and difference emerge from the lived history of Australian Christians in the Anglican, Reformed and Irish/Roman Catholic traditions.

Study of the above topics is shaped around (a) the students' lived experience of their Christian denomination/s, (b) appropriate primary and secondary texts, and (c) the development, or refining, of an historical consciousness that will be show-cased in the postgraduate-led teaching sessions.

Relation to Course

This unit examines the history of the Church in Australia and interconnects the internal experience of the Anglican, Reformed and Irish/Roman Catholic churches. It also looks beyond the churches themselves, to relate their experience/s to those of the wider Australian community.

The unit offers students the opportunity to—

- a) hone their primary research skills;
- b) develop a specialised focus for research; and
- c) integrate knowledge,

all of which accomplishments are appropriate to the postgraduate course;

In the postgraduate-led teaching sessions, they are expected to discuss the historical background of an issue of current importance to one or more of the churches.

Aims

This unit aims to ground postgraduate students in the history of the Anglican, Reformed and Irish/Roman Catholic traditions in Australia and to develop their historical consciousness of how the churches' contemporary preoccupations have developed. The unit seeks to develop students' critical use of appropriate primary sources; to assist their specialised study in an aspect of the history of the Anglican, or Reformed, or Irish/Roman Catholic tradition in Australia; and to enable them to understand the historical interconnectedness of the churches, and their relationship with Australian society.

Learning Outcomes

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

1. demonstrate informed understanding of the history of the Anglican, Reformed and Irish/Roman Catholic traditions in Australia through analysis and discussion of selected central issues pertinent to these movements;
2. demonstrate specialised knowledge in one of these traditions;
3. demonstrate critical use of primary sources, by working analytically and extensively with these;
4. demonstrate historical consciousness in discussion of issues of contemporary importance to one or more of the churches in Australia.

Content

1. Introduction:

Handouts and discussion of outline of unit. Introduction to library and how to locate hardcopy and IT resources specific to the unit (this part of the session led by the college librarian). Overview of the Australian religious experience. Religion and ethnic identity in Australia.

2. Module 1 Anglican Perspective:

Church and State

Anglican Attitudes to other Christian Traditions in Australia

The Church of England and Australian Society

3. Module 2 The Reformed Perspective:

Development of the Reformed tradition in Australia

Protestants and Politics in Australia

The Reformed tradition and 20th Century Ecumenism in Australia

4. Module 3 The Irish/Roman Catholic Perspective/s

Irish Catholicism in Australia

Social Concerns

Education

5. Module 4 The Church and Ethnic Issues:

Aborigines

19th century migrations

Post World War II

Islam and the Australian churches.

6. Reflection on semester's learning and conclusion to classes.

Organisation and Teaching Strategies

In general terms, contact time will include lectures (some of which will be postgraduate-led) and class discussions using small groups and plenaries.

Postgraduate students will be required to share **leadership** of four one-hour teaching sessions, for which they will plan in consultation with the relevant lecturer/s. These sessions will be incorporated within the advertised teaching hours for the semester, and are scheduled as follows.

- 2 x 1 hour sessions dedicated to teaching the postgraduate students, each followed by a postgraduate-led teaching session for the entire class
- 2 x 1hour sessions dedicated postgraduate reading periods, each followed by a postgraduate-led teaching session for the entire class.

During the dedicated reading periods, postgraduate students may work in the college library, or a student study. They will be asked to work in cooperative study groups. The texts will be chosen by the students in consultation with the lecturer, well in advance, and will be “popular” (from a newspaper, magazine, website etc.) and will deal with an issue of contemporary importance to the churches. In the postgraduate-led teaching sessions that follow, the student leaders are expected to demonstrate historical consciousness in their presentation and discussion of the material, and in their responses to the class.

During the dedicated postgraduate teaching periods, the focus will be on primary texts, and commentaries on these. In the postgraduate-led teaching sessions that follow, the student leaders are expected to demonstrate ability to explain to the class the significance of the chosen primary text/s in its historical context. During the postgraduate-led teaching periods, the lecturer/s will be present.

Assessment

Type of assessment	No of words	Weighting %	Due date	Learning Outcomes covered
An essay dealing with a topic derived from a central issue covered by the unit, showing critical analytical ability in working with appropriate primary and secondary sources. Students are expected to demonstrate skill in specialised research, ie sustain a particular focus within the broad perspective of the unit.	3500	50%	End of semester	1, 2, 3.
One paper that demonstrates valid historical consciousness in discussing a “popular” text that deals with an issue of contemporary concern to the churches. Students are encouraged to incorporate the work they have done in preparation for one of the relevant postgraduate-led teaching sessions.	1500	25%	End of semester	1, 4
One document commentary that demonstrates the following: <ul style="list-style-type: none"> ▪ Ability to identify the central issue to which the text relates; ▪ A concise understanding of the historical background to the issue and knowledge of the immediate historical context in which the document/extract was produced; ▪ A critical understanding of the text’s place in the history of the issue. Students are allowed to incorporate work they have done in preparation for one of the relevant postgraduate-led teaching sessions.	1500	50%	End of semester	3

Generic Skills

- Advanced skills in research, including primary and secondary texts.
- Advanced skills in use of electronic catalogues, databases and search engines, as well as hard copy.
- Organisation and integration of knowledge and ideas in written form.
- The ability to present knowledge and ideas orally to a class group.
- The ability to extrapolate from one (historical) context to another in a valid manner.

Textbooks

Required

Burgmann, E. H. 1991. *The Education of an Australian*, introduction by David Garnsey, St. Mark's National Theological Centre.

Robert S. M. Withycombe (ed.) 1993. *Anglican Ministry in Colonial Australia: some early letters*, St. Mark's Canberra.

Other required primary texts will be provided in photocopy.

Recommended

Breward, Ian. 1993. *A History of the Australian Churches*, Allen & Unwin.

Carey, H. 1996. *Believing in Australia: a Cultural History of Religions*. Allen & Unwin.

Harris, J. 1990. *One Blood: 200 Years of Aboriginal Encounter with Christianity*. Albatross.

McQueen, H. 1997. *Suspect History: Manning Clark and the Future of Australia's Past*. Wakefield.

West, J. 1997. *Daughters of Freedom*. Albatross.

Academic and General Resource Requirements

References - Books

Black, A.W. (ed). 1991. *Religion in Australia: Sociological Perspectives*. Allen & Unwin.

Compton, X. et al (eds) 1994. *The Letters of John Bede Polding OSB, 1819-1843* Vol 1, Glebe Point, NSW: Sisters of the Good Samaritan.

Denoon, D., P.Mein-Smith, M.Wyndham. 2000. *A History of Australia, New Zealand and the Pacific: the formation of identities*. Blackwell.

Emilsen, S. and W.W. 2000. *Mapping the Landscape: essays in Australian and New Zealand Christianity*, festschrift in honour of Professor Ian Breward. Peter Lang.

Frame, T. 2000. *A Church for a Nation: a history of the Anglican Diocese of Canberra and Goulburn*. Hale & Iremonger.

Kaye, B. (ed). 2002. *Anglicanism in Australia*. Melbourne University Press.

Kotlowski, E.R. 1994. *Southland of the Holy Spirit: A Christian History of Australia*. Christian History Research Institute, Orange.

Lawnton, W.J. 1994. *The Better Time to Be: Utopian Attitudes to Society Among Sydney Anglicans, 1885-1914*, NSWUP.

Massam, K. 1996. *Sacred Threads: Catholic Spirituality in Australia, 1922-1962*. University of New South Wales Press.

Miley, Caroline. (2002) *The Suicidal Church: can the Anglican church be saved?* Pluto Press.

Rose, Mavis 1996. *Freedom from Sanctified Sexism*, Allira Publications.

References – Journal Articles

Breward, I. 1994. 'Australasian Church Histories before 1914' in Hutchinson & Campion (eds.) *Re-Visioning Australian Colonial Christianity*, SAC, 1, Chapter 2.

Hastings, Adrian. 2001. 'Christianity and Nationhood: Congruity or Antipathy?', *The Journal of Religious History*, 25.3, pp.247-260.

Stockton, E. 1995. 'Minding the Universe: Aboriginal Leads to Australian Spirituality' *Compass Theology Review*, 29, 15-24

Swain, Shurlee. 2002. 'In These Days of Female Evangelists and Hallelujah Lasses: Women Preachers and the Redefinition of Gender Roles in the Churches in Late Nineteenth-Century Australia', *The Journal of Religious History*, 26.1, pp.65-77.

Wilsken, John. 1999. 'Soteriology and Aboriginal Religious Traditions' *Australasian Catholic Record*, 76.4,408-418.

References – Online and Other IT Resources

Australian Studies Resources: Literary and Historical Texts <http://setis.library.usyd.edu.au/oztexts/ozlit.html>

Christian Research Association. <http://www.cra.org.au>

Project Canterbury. <http://justus.anglican.org/resources/pc/index.html>

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 data bases to find relevant journal articles. Postgraduate students are expected to continue to refine their skills in this regard. Undergraduate students are expected to continue to develop foundational skills in this area. The librarian is available for one-to-one tutorials by appointment.