CH008-612/712/812 The Continental Reformation

About this Unit Outline

This unit outline contains information essential to finding your way around the unit **The Continental Reformation.** It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

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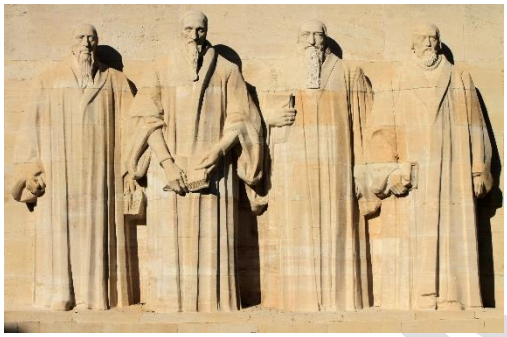
1. Introduction

The Teacher

Phillip joined the RTC in 2010, bringing a wealth of experience in missions and church-based training. He is originally from South Africa where he studied for the ministry and obtained his DTh from the University of the Free State. After mission work in South Africa, he moved to London where he worked for Veritas College for 8 years, establishing training ministries for local church leaders in the Arab world. That work eventually led him to Australia in 2007 to help secure accreditation for Veritas training in the Australian vocational training sector. At the RTC, he serves as Principal, Lecturer in Missions and Church History and coordinator for CBT, a program that interfaces campus study with church-based training. Phillip is married to Chanel and they have two boys.

The Unit



As Protestant Christians we are all sons and daughters of the Reformation, yet most of us know precious little about this tumultuous and exciting period of world history. This unit was designed to rectify this situation by giving you a thorough overview of the Continental Reformation, its causes, key players and consequences. In the process we will also be able to uncover how these events continue to shape Christianity, and indeed the world, to this day.

This course guide is your 'one stop shop' when it comes to information about this course.

It contains the following:

- The Unit Description as found in the ACT handbook
- A list of prescribed works
- An overview of assessment methods
- A lecture plan

Please do not hesitate to contact me in person or via email (pscheepers@rtc.edu.au) should you have any questions as we go through the course. I trust that you will enjoy this journey into the past with me and that you will take some valuable truths into the future as a result!

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2. Unit Description

Level 6 Learning Outcomes

On successful completion of this unit, students will

A. Know and understand:

Demonstrate developing knowledge and understanding of the Continental Reformation.

B. Be able to:

1. Analyse major phases and developments of the Continental Reformation in their political and social contexts.
2. Utilise data from selected primary and secondary source to formulate historical viewpoints on the history of the Continental Reformation.
3. Present Analytical evidence-based perspectives on the history of the Continental Reformation.

C. Be in a position to:

Applying perspectives from 'The Continental Reformation' to inform ministry contexts.

Level 7 Learning Outcomes

On successful completion of this unit, students will

A. Know and understand:

Demonstrate Functional knowledge and understanding of the Continental Reformation.

B. Be able to:

1. Critically analsyse the major phases and developments of the Continental Reformation in their political and social contexts
2. Synthesise data from selected primary and secondary sources to formulate Critical historical viewpoints on the history of the Continental Reformation
3. Present Critical evidence-based perspectives on the history of the Continental Reformation

C. Be in a position to:

Applying perspectives from 'The Continental Reformation' to inform ministry practice as a reflective practitioner.

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Level 8 Learning Outcomes

On successful completion of this unit, students will

A. Know and understand:

Demonstrate Advanced knowledge and understanding of, and the research underlying, the Continental Reformation.

B. Be able to:

1. Examine the major phases and developments of the Continental Reformation in their political and social contexts
2. Interpret a selection of primary sources to formulate Critical historical viewpoints on the history of the Continental Reformation.
3. Present research and historigraphically aware evidence-based perspectives on the history of the Continental Reformation

C. Be in a position to:

Applying Advanced perspectives from the 'The Continental Reformation' to inform ministry practice as a reflective practitioner

Unit Content

Section A

Candidates study six of the following topics:

1. Medieval religious and intellectual questioning of the Church; the Avignon Captivity; the Conciliar Movement.
2. Political, ecclesiastical, economic and social setting of the Reformation and the Renaissance.
3. Martin Luther and the Reformation in Germany.
4. Huldrych Zwingli and the Swiss Reformation.
5. The Radical Reformation and the Anabaptists.
6. John Calvin and the Reformation in Geneva.
7. The Counter Reformation; the Jesuits, the Council of Trent.
8. Calvinism in France and the Netherlands.

Section B

1. The study and analysis of selected special texts related to the topic areas above, chosen from the following:

   (1) M Luther, Three Treatises of 1520

   (2) J Calvin, Institutes of the Christian Religion, Bk IV.

   (3) H Bullinger, Of the Holy Catholic Church B Thompson, Liturgies of the Western Church, chs III–VII.

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3. Unit Overview (SAMPLE ONLY)

Please prepare for each class by reading the works listed in the right-hand column. I used the following abbreviations:

CAL – Calvin, Institutes (Book IV)
LIN –Lindberg, The European Reformations
LUT – Luther's 1520 Treatises
PS – Primary Sources (Please note that numbers refer to the *resource number* and not to the *page number*)
SEL – Selderhuis, Calvin – A Pilgrim's Life

Date	Topic	Readings
Week 1 (26 Jul)	Introduction, Early Modern Europe	
	The Pre-Reformation Catholic Church: The Papacy	**LIN:** 23-53; **PS:** 8, 11-15, 16
	The Pre-Reformation Catholic Church: Structure	**LIN:** 23-53; **PS:** 2, 17, 18, 21, 22, 23
Week 2 (2 Aug)	The Pre-Reformation Catholic Church: Popular Piety	**LIN** 23-53; PS 6, 9, 10, 20, 32-35
	The Pre-Reformation Catholic Church: Efforts at Reform	**LIN** 23-53
	The political, economic and social setting of the Reformation and the Renaissance	**LIN** 23-53; PS 1, 3, and 5
Week 3 (9 Aug)	The Rise of Humanism	**LIN** 23-53; **PS** 18, 19, 24, 25, 26
	Martin Luther (1)	**LIN** 54-87; **PS** 27-0, 36-43, 44
	Martin Luther (2)	**LIN** 87-107; **PS** 45-50
Week 4 (16 Aug)	The course of the Reformation in Germany (1)	**LIN** 130-159; PS 51-63
	The course of the Reformation in Germany (2)	**LIN** 215-232; PS 92-97
	Luther's Three Treatises of '1520' – Address to the Nobility of the German Nation	**LUT** 24-61

Intensive (22-26 August)

Week 5 (30 Aug)	Luther's Three Treatises of '1520' - The Babylonian Captivity of the Church	**LUT** 62-114
	Luther's 'Three Treatises of 1520' – On the Freedom of a Christian	**LUT** 2-23
	Huldrych Zwingli and the Reformation in Switzerland	**LIN** 161-187; PS 64-77
Week 6 (6 Sep)	The 'Radical Reformation'	**LIN** 188-213; **PS** 78-91
	John Calvin (1)	**SEL;** LIN 234-258; **PS** 98-100
	John Calvin (2)	**SEL; LIN** 234-258; P101-107

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Week 7 (13 Sep)	John Calvin (3) Calvin's Institutes of the Christian Religion Book IV (1) Calvin's Institutes of the Christian Religion Book IV (2)	**SEL; LIN** 234-258 **CAL** Book 4:1 True and False; **Church** **CAL 4:6** The Sacraments

Study Break (19–30 September)

Week 8 (4 Oct)	Calvin's Institutes of the Christian Religion Book IV (3) The Development of Reformed Christianity After Calvin The Continental Reformation from 1550-1850	**CAL 4:7** The Civil Government - -
Week 9 (11 Oct)	The Reformation in France (1) The Reformation in France (2) The Reformation in France (3)	**LIN** 260-280; **PS** 108-123 **LIN** 260-280; **PS** 108-123 **LIN** 260-280; **PS** 108-123
Week 10 (18 Oct)	The Reformation in the Netherlands (1) The Reformation in the Netherlands (2) The Counter Reformation: Introduction	**LIN** 282-292; **PS** 124-127 **LIN** 282-292; **PS** 124-127 **LIN** 321-346; **PS** 128, 129
Week 11 (25 Oct)	The Council of Trent The Jesuits The Impact of the Counter-Reformation	**LIN** 321-346; **PS** 131-142 **LIN** 321-346; **PS** 130-133 **PS** 142
Week 12 (1 Nov)	The legacy of the Reformation	**LIN** 347-379; **PS** 143

SAMPLE

4. Assessment (SAMPLE ONLY)

LEVEL 6 ASSESSMENT (CH008-612)

1. Written Exam – 2 hours, 50% of Total Mark; 3,000 words

The exam includes eight questions in three sections. You will answer three, at least one from each section.

Due Date: Exam Week (14th to 18th June, date TBC)

2. Essay – 35% of Total Mark; 1,500 words

Choose from one of the following topics:

- What did the Marburg Colloquy show to be the difference between the Swiss and the German reformers? What subsequent contribution did John Calvin make to overcoming these differences?
- Assess the place of Menno Simons and his followers within the Anabaptist or 'Radical' Reformation movement in the Sixteenth century.
- What movements provided the impetus for reform within the Roman Catholic Church before the council of Trent? What patterns of religious behavior emerged in Catholic Church life after Trent?
- No matter how involved he had to allow himself to become in civic affairs, Calvin's first loyalty was always the Church. His call from God was to the ministry not simply of the Geneva congregation, but of the Church universal'. (Wallace) Comment on Calvin's role as churchman and pastor in Geneva.

Normal RTC guidelines for the submission of essays apply (see RTC Academic Manual). Please follow these carefully, especially when it comes to referencing and bibliography.

Due Date: 10th October

	Very good (D, HD)	Good (C)	Acceptable (P+, P)	Requires improvement (bare P or F)	Comments
Presentation					
Documentation (footnotes/endnotes)					
Bibliography					
Structure					
English expression					
Content					
Abstract					
Understanding of issues involved in and relevant to the topic					
Presentation of a clearly reasoned argument					
Engagement with relevant secondary literature					
Evidence of thinking for oneself					
Engagement with primary sources					
Conclusion					

SAMPLE

3. Primary Document Analysis – 15%; 1,000 words

Write an analysis of one of the documents contained in the Primary Source College available on eCampus.

When reading the document consider the following questions

- What is the key historical context in which the document was written?
- What evidence of this in the document?
- What are the key issues identified in the document?
- Why was it important?

In terms of analysing the document's impact, focus on the following:

- What is the immediate consequence of the document (or associated issue)?
- Is there any other consequence that should be noted?
- How has this issue impacted the Church in the long term?
- Is it of relevance to our own church situation

When it comes to writing your analysis, you should ideally devote at least a paragraph to each of the following headings:

- Place the document in its historical context
- A brief summary of the major issue(s) in this document
- A statement of the immediate response to the main issue of the document
- A statement of the long-term historical impact of the main issue of the document

Your document analysis should follow the RTC Style Guide. 5-10 references should be enough.

Due Date: 9th September

SAMPLE

LEVEL 7 ASSESSMENT (CH008-712)

1. Written Exam – 2 hours, 50% of Total Mark; 3,000 words

The exam includes eight questions in three sections. You will answer three, at least one from each section.

Due Date: Exam Week (14th to 18th June, date TBC)

2. Essay – 35% of Total Mark; 2,000 words

Choose from one of the following topics:

- Analyse and explain the underlying Christological differences that divided the Swiss and the German reformers at the Marburg Colloquy. What subsequent contribution did John Calvin make to overcoming these differences?
- Assess the Anabaptist movement prior to Menno Simons and examine the contribution of Simons and his followers to the movement in the Sixteenth century.
- What movements provided the impetus for reform within the Roman Catholic church before the council of Trent? Why did the reforms fail to materialise and what patterns of religious behaviour emerged in the Catholic church after Trent?
- "No matter how involved he had to allow himself to become in civic affairs, Calvin 's first loyalty was always the Church. His call from God was to the ministry not simply of the Geneva congregation, but of the Church universal" (Wallace). Assess Calvin's role as churchman and pastor in Geneva, his theological contributions, and his preaching ministry.

Normal RTC guidelines for the submission of essays apply (see RTC Academic Manual). Please follow these carefully, especially when it comes to referencing and bibliography.

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Presentation					
Documentation (footnotes/endnotes)					
Bibliography					
Structure					
English expression					
Content					
Abstract					
Understanding of issues involved in and relevant to the topic					
Presentation of a clearly reasoned argument					
Engagement with relevant secondary literature					
Evidence of thinking for oneself					
Engagement with primary sources					
Conclusion					

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Due Date: 9th September

SAMPLE

LEVEL 8 ASSESSMENT (CH008-812)

1. Written Exam – 2 hours, 50% of Total Mark; 3,000 words

The exam includes eight questions in three sections. You will answer three, at least one from each section.

Due Date: Exam Week (14th to 18th June, date TBC)

2. Essay – 35% of Total Mark; 2,000 words

Choose from one of the following topics:

- The Protestant Reformation can be described as a broadly central and Northern European phenomenon. Analyse some of the possible reasons behind the failure of the Reformation to put down strong roots in either Spain or Italy.
- It can be argued that Reformed Protestantism achieved the widest geographical and linguistic distribution among the expressions of Christianity to emerge from the Reformation. What factors contributed to this 'international' character of the Reformed movement?
- It has been stated that Luther was both a conservative and a revolutionary. Assess this statement in view of his positions on religious, social and political issues?
- Some Catholics strongly dislike the term 'Counter Reformation' since it leaves the impression that the Catholic reforms of the 16th century only came about as a reaction to the Protestant Reformation. Discuss some of the arguments behind the use of the alternative term 'Catholic Reformation' and assess their validity.
- In discussions of the Reformation much attention is paid to the role of the major reformers (Luther, Zwingli and Calvin). Less attention is paid to the ways in which their successors attempted to fill their shoes and interpret their thoughts. Discuss the ministry of Philip Melanchton (or Martin Bullinger or Theodore Beza). Pay particular attention to the areas of continuity and discontinuity with the ministry and thought of the predecessor.

Normal RTC guidelines for the submission of essays apply (see RTC Academic Manual). Please follow these carefully, especially when it comes to referencing and bibliography.

Due Date: 10th October

	Very good (D, HD)	Good (C)	Acceptable (P+, P)	Requires improvement (bare P or F)	Comments
Presentation					
Documentation (footnotes/endnotes)					
Bibliography					
Structure					
English expression					
Content					
Abstract					
Understanding of issues involved in and relevant to the topic					
Presentation of a clearly reasoned argument					
Engagement with relevant secondary literature					
Evidence of thinking for oneself					
Engagement with primary sources					
Conclusion					

SAMPLE

3. Primary Document Analysis – 10%; 1,000 words

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Your document analysis should follow the RTC Style Guide. 5-10 references should be enough.

Due Date: 9th September

4. Book Review – 10%; 1,000 words

Book to be reviewed: Gordon, F.Bruce. *Calvin* (New Haven: Yale University Press, 2009).

Due Date: 23rd September

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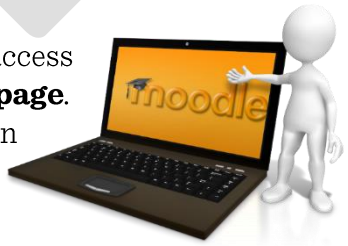
5. Learning Materials

We will make use of the following prescribed texts:

1. Lindberg, C. 2010 ***The European Reformations*** (2nd Edition) Chichester: Wiley-Blackwell.
2. Selderhuis, H. 2009 ***John Calvin – A Pilgrim's Life*** Downer's Grove: IVP
3. ***The 1520 Treatises of Martin Luther***
4. J Calvin, ***Institutes of the Christian Religion, Book IV*** (There are several copies of the Institutes available in the library. You can also access the full text online: http://www.ccel.org/ccel/calvin/institutes/. It is, however, highly recommended that you get your own copy)
5. ***The European Reformation Primary Sources Collection*** - In studying history, it is important that we consult primary sources, documents written at the time of the events by people involved in them in some way. This manual contains more than a hundred primary accounts of the events and ideas surrounding the Reformation.
6. ***Class notes.***

6. Moodle

Each student will be assigned a username and password in order to access the **RTC's CH008, "The Continental Reformation," unit page**. Please keeping visiting this page as resources and other information will be uploaded to it periodically.



7. Key Dates

9th September – Hand in Document Analysis
23rd September – Hand in Book Review (*CH008-812 students only*)
10th October – Hand in Essay
14-18th November – Exam Week.

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