This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
<table>
<thead>
<tr>
<th>Unit code</th>
<th>HT200</th>
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</thead>
<tbody>
<tr>
<td>Unit name</td>
<td>Renaissance and Reformation</td>
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</table>
| Associated higher education awards | Bachelor of Education (Primary)  
Bachelor of Education (Secondary)  
Bachelor of Arts/Bachelor of Education (Secondary) |
| Duration    | One semester |
| Level       | Intermediate |
| Core/elective | Elective |
| Weighting   | Unit credit points: 10  
Course credit points:  
Bachelor of Education (Primary) 320  
Bachelor of Education (Secondary) 320  
Bachelor of Arts/Bachelor of Education (Secondary) 320 |
| Delivery mode | Face-to-face on-site |
| Student workload | Face-to-face on site  
Contact hours: 30 hours  
Reading, study and assignment preparation: 120 hours  
TOTAL: 150 hours |
| Prerequisites/ co-requisites/ restrictions | Prerequisite:  
20 credit points of 100-level History units |
| Rationale   | The study of Renaissance and Reformation history introduces students to events and societies which have much bearing on the contemporary world. Both periods played an important role in the birth of the modern world, and have left an indelible mark on Western civilisation and world history. They encompass both the glories and the depths of human experience, and are marked by religious fervour, political intrigue, artistic greatness and rapid socio-cultural development.  
This unit will highlight the development of Europe from the end of the Middle Ages to the conclusion of the Thirty Years’ War. It will evaluate the factors which led European society to move from its relatively static character during the Middle Ages to a period of significant growth and dynamic cultural change. The nature of the Renaissance in both Italy and Northern Europe will be evaluated and compared. There will also be considerable discussion of the reasons for the Reformation, and of the historical processes which contributed to the split in the Church and the development of Protestant denominations. The events within the Church will be related to the broader historical context by evaluating the social and political conflicts arising from the Reformation and the Catholic Counter-Reformation.  
A major focus of the unit will be to consider whether the Renaissance and Reformation should be interpreted as divergent events, or as different expressions of the same reforming spirit acting within the Church and society at large, arising from the reaffirmation of the importance of the individual and the recognition of the need for renewal of the existing structures of authority and power. |
**Prescribed text(s)**


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**Recommended readings**


In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at [http://www.biblegateway.com](http://www.biblegateway.com). The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

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**Specialist resource requirements**

Nil

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**Content**

1. The Medieval world
2. The Renaissance: an age of discovery
3. The Reformation: early attempts at reform
4. Conflict and change

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**Learning outcomes**

On completion of this unit, students will have provided evidence that they have:

1. described in a broad and coherent manner the key ideologies which shaped the Renaissance and Reformation and their contribution to modern Western culture;
2. developed understanding of the underlying principles and concepts inherent in the main historical tangents of the Renaissance and Reformation that have shaped the modern world;
3. demonstrated the ability to analyse and evaluate historical documents in their context;
4. argued, using critical thinking and judgement, for or against an historical perspective, using appropriate documentation;
5. justified, using autonomy and a well-developed judgement, the direction of research undertaken and resulting synthesis of historical conclusions;
6. devised historical arguments that are appropriate to aspects of Renaissance and Reformation history; and
7. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.

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**Assessment tasks**

**Task 1: Term Paper**

Word Length/Duration: 2500 words

Weighting: 50%

Learning Outcomes: 1-7

Assessed: Week 7
<table>
<thead>
<tr>
<th><strong>Task 2: Seminar Presentation and Paper</strong></th>
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<tbody>
<tr>
<td><strong>Word Length/Duration:</strong> 20 minutes; 1500 words</td>
</tr>
<tr>
<td><strong>Weighting:</strong> 50%</td>
</tr>
<tr>
<td><strong>Learning Outcomes:</strong> 1, 4-7</td>
</tr>
<tr>
<td><strong>Assessed:</strong> Week 16</td>
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<table>
<thead>
<tr>
<th><strong>Unit summary</strong></th>
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<tbody>
<tr>
<td>This unit encourages students to not only to have a knowledge of the events and persons that triggered the Renaissance and the Reformation, but a knowledge and an understanding of how and why these two ‘movements’ arose (the broader historical context), and how they have impacted life today. The questions of their relationship as philosophies and as ‘movements’ will be discussed.</td>
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