



CHRISTIAN HERITAGE COLLEGE

HT200

RENAISSANCE AND REFORMATION

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.

Unit Name	Renaissance and Reformation								
Unit Code	HT200								
Awards	Bachelor of Education (Middle Years) - History minor Bachelor of Education (Secondary) - History teaching area Bachelor of Arts/Bachelor of Education (Secondary) - History major/minor This unit is able to be undertaken towards other CHC awards according to course rules and the meeting of prerequisite requirements, as applicable.								
Core/Elective	Elective								
Prerequisite	20 credit points of 100-level HT units								
Mode	Internal								
Delivery/Contact hrs	<table> <tr> <td>Class contact</td> <td>33 hours</td> </tr> <tr> <td>Engagement with unit materials</td> <td>44 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>63 hours</td> </tr> <tr> <td>Total</td> <td>140 hours</td> </tr> </table>	Class contact	33 hours	Engagement with unit materials	44 hours	Assignment preparation	63 hours	Total	140 hours
Class contact	33 hours								
Engagement with unit materials	44 hours								
Assignment preparation	63 hours								
Total	140 hours								
Unit Rationale	<p>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.</p> <p>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.</p> <p>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.</p>								

Learning Outcomes:

On completion of this unit, students will have provided evidence that they have:
<ol style="list-style-type: none"> 1. Developed a general knowledge of the Renaissance and Reformation and their contribution to modern Western culture. 2. Compared and contrasted the Renaissance and the Reformation in their causes, course and consequences. 3. Discussed specific issues and problems in Renaissance and Reformation history. 4. Appreciated early modern cultures and their contributions to today's civilisation. 5. Applied the processes of historical inquiry to the examination of selected topics. 6. Observed the conventions governing written discourse on historical subjects. 7. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).

Content:

Week	Topic
1	The Medieval World; Tutorial - Discussion and choosing tutorial topics
2	The Church Triumphant, or in need of Reform? Tutorial - Francesco Petrarch
3	The Italian Renaissance The 'Flowering' of the Arts; Tutorial - Filippo Brunelleschi
4	An Age of Discovery; Tutorial - Michelangelo
5	The Rise of Nations; Tutorial - Leonardo da Vinci
6	The Reformation; Tutorial - John Huss
7	The Reformation; Tutorial - John Wycliffe
8	The English Act of Supremacy; Tutorial - William Tyndale
9	Catholic Reformation; Tutorial - Ulrich Zwingli
10	The Council of Trent; Tutorial - Martin Luther
11	The Thirty Years' War; Tutorial - John Calvin

Set Text Requirements:

Estep, W 1986, *Renaissance and Reformation*, Eerdmans, Grand Rapids, MI.

Recommended Readings:

Armstrong, A 2002, *The European Reformation 1500-1610*, Heinemann Educational, Oxford, UK.

Burke, P 1998, *The European Renaissance: Centres and Peripheries*, Blackwell, Oxford, UK.

Carroll, J 2004, *The Wreck of Western Culture: Humanism Revisited*, rev edn, Scribe, Carlton North, VIC.

Eusebius, 1989, *The History of the Church*, Penguin, England.

Fernandez-Armesto, F & Wilson, D 1996, *Reformation: Christianity and the world 1500-2000*, Bantam Press, London.

Greengrass, M 1998, *The Longman Companion to the European Reformation: 1500-1618*, Longman, London.

Hoffecker, A (ed.) 2007, *ERevolutions in Worldview: Understanding the Flow of Western Thought*, P&R, Phillipsburg, NJ.

Levi, A 2004, *Renaissance and Reformation: The Intellectual Genesis*, Yale University Press, New Haven, CT.

MacCulloch, D 2001, *The Later Reformation in England, 1547-1603*, 2nd edn, Palgrave, New York.

McGrath, AE 1999, *Reformation Thought: An Introduction*, 3rd edn, Blackwell, Oxford, UK.

Rowland, I 2000, *The Culture of the High Renaissance: Ancients and Moderns in Sixteenth Century Rome*, Cambridge University Press, Cambridge, UK.

Thompson, B 1996, *Humanists and Reformers: A History of the Renaissance and Reformation*, Eerdmans, Grand Rapids, MI.

Thompson, SP 1999, *The Reformation*, Greenhaven Press, San Diego, CA.

Assessment:

Assessment Item	Topic/s	Learning Outcomes assessed	Week Due	Weighting
Seminar Presentation and Paper (1500 words)	<p>From the tutorial list, choose a figure whose role in the Renaissance and/or Reformation was of a significant nature and present a biography of the person, focussing upon at least the following aspects:</p> <ul style="list-style-type: none"> • details of birth, education, employment, marriage, family life, death; • influences upon early development; • major achievements in particular field(s) of endeavour and their effects on the contemporary society; • the legacy of the person's life for subsequent eras and societies. <p>The emphasis in this task is to be upon the outcomes and consequences of the person's actions and achievements, rather than on strict biographical details.</p> <p>While the two parts of the task will share content, they are meant to be complementary rather than repetitive in nature. The Presentation is not to be a mere 'reading' of the Seminar Paper, nor is the Seminar Paper to be simply a 'written' version of the Presentation.</p>	1, 4-6	Weeks 1-6	40%
Book Review (800 words)	Choose an up-to-date reference book relevant to the unit. Read this text and provide a book review, evaluating its usefulness, readability and suitability as an historical text.	1-6	Week 7	10%
Term Paper (2500-3000 words)	Respond to the following statement: Should the Renaissance and Reformation be interpreted as divergent events, separate in terms of motivation and impetus, or should they be viewed as different expressions of the same reforming spirit acting both within the Church and in society at large?	1-6	Week 11	50%

Unit Overview:

This unit encourages students 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.