

UNIT GUIDE

MINS2325 *Christian Story B*



Unit Lecturer: Simon Gomersall

Semester: Semester 2, 2018 (TCQ Intensive)

Adelaide College of Divinity

<http://www.acd.edu.au/>

Contents

Table of Contents

Contents.....	3
Introduction.....	4
Unit coordinator & lecturer details:	4
Details of other relevant staff.....	4
Day and Time of Lecture.....	5
Expectations of students	5
Lectures and Learning Activities.....	5
Consultation statement.....	5
Unit syllabus/aims	6
Unit Learning Outcomes.....	6
Graduate Attributes.....	6
Timetable	7
Requirements to complete unit.....	7
Assessment guidelines / details / expectations	8
Schedule of Grades	10
Assessment Moderation.....	10
Academic Integrity.....	12
Referencing your work	12
Using inclusive language.....	12
ACD Online	12
Bibliography.....	17

Introduction

David Thelan asserts: "Using the past is as eating and breathing. It is a common human activity. What we have in common as human beings is that we employ the past to make sense of the present and to influence the future." (John Fea, *Why Study History?*, Baker, 2013. 28) Christian experience can be profoundly enriched by understanding our history and heritage. This deepens our empathy, strengthens our identity, inspires our faith and encourages us to learn from both the mistakes and successes of the past.

Unit coordinator & lecturer details:

Name: Simon Gomersall

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Details of other relevant staff

Role: Manager of Student Services

Name: Janet Nibbs

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Day and Time of Lecture

Lectures will be provided in intensive format from 9am-4pm, August 27-31, 2018 at Trinity College Queensland.

Expectations of students

Lectures and Learning Activities

The time commitment for this unit is notionally **135 hours, including 27 hours of contact time across 5 days of intensive teaching**. Some of the 135 hours will be spent reading and preparing for the intensive, some will involve reading and completing assessment after the intensive.

Consultation statement

Outside of class hours, the best way to be in contact with Simon is through email – this will ensure the most prompt and thorough reply.

Unit syllabus/aims

This unit introduces the student to the social, political and cultural milieu of pre-Reformation Europe and examines their contribution to the 16th century reformations. It will consider some of the leading figures in the reforms as well as those less dominant people and groups. A selection of their writings and other documents of the reformation will be discussed. The unit will examine some of the important issues, theologies and practices that arose from the Reformation; and how they continue to inform our understandings of the church today.

Unit Learning Outcomes

- a) Identify some of the key religious, political and sociological processes that enabled the reformations of the 16th century to unfold.
- b) Examine the shifts and developments that have occurred during the 16th century in the understanding of the life and ordering of the church; in sacramental theology and practice.
- c) Critically examine the work of the mission movements that contributed to the expanse of Christianity around the globe and examine the implications of a shift in the world church to the global south.
- d) Articulate the implications of church history from the time of the Reformation in ministry and mission today.

Graduate Attributes

The unit supports the development of the following attributes in students: (taken from Adelaide College of Divinity Graduate Attributes):

- Reflective thinkers
- Skilled practitioners
- Lifelong learners
- Effective communicators

Timetable

	Monday August 27	Tuesday August 28	Wednesday August 29	Thursday August 30	Friday August 31
Session 1 9.00-10.20 (80 mins)	Course Introduction + Previously in Church History!	The English Reformation	Renewal Movements: Pietists	Global Expansion in the Age of Missions Part 2	20 th Century Movements in Global Christianity Part 1
Morning Tea 10.20-10.45					
Session 2 10.45-12.35 (100 mins)	European Expansion and Reforming Momentum	The Counter Reformation	Renewal Movements: The Wesleys	Modern Catholicism	20 th Century Movements in Global Christianity Part 2
Lunch 12.35-1.15					
Session 3 1.15-2.30 (75 mins)	Luther amongst the Reformers	The Dissenters	In Light of the Enlightenment: Orthodoxy and Rationalism	Christianity in Australia	The Church in the 21 st Century
Afternoon Tea 2.30-2.50					
Session 4 2.50-4.00 (70 mins)	Swiss and Reformed Traditions	The Fortunes of Eastern Christianity	Global Expansion in the Age of Missions Part 1	Mission in the Pacific	Bringing It All Together

Requirements to complete unit

Students are required to complete all readings, and to attend and participate in the intensive lectures and activities. In addition to submitting all assessment items, a 50% aggregate result is required to pass this unit.

Assessment guidelines / details / expectations

Assessment 1:

Reflective Journal

(500 Words) 10%

Due Date: 11.55pm, Friday 7th September

Assessment 2:

Historical Immersion Essay

(1500 Words) 30%

Due Date: 11.55pm, Friday 5th October

Assessment 3:

Australian Timeline

(1500 Words) 30%

Due Date: 11.55pm, Friday 26th October

Assessment 4:

Oral Presentation

(approx. 1500 words/15 minute) 30%

Due Date: 11.55pm, Friday 16th November

Assessment 1: Reflective Journal (500 Words) 10%

Present a reflective journal of your response to any two course readings. Each journal entry is to be approximately 250 words. In each reflection, try to briefly summarise the central ideas of the reading (approx. 50-100 words) and then reflect personally on how those ideas might inform your church's ministry or mission (approx. 150-200 words). Total Length 2 x 250 words = 500 words. Note: These reflections can be completed before the intensive.

Assessment 2: Historical Immersion Essay (1500 Words) 30%

Imagine you are a religious dissenter from England who has emigrated to the New World (Americas) in the mid to late 17th century. You are a person of committed faith and keen to share your beliefs with others in the colony which is quickly filling up with people from various denominational backgrounds and some with an increasingly secular outlook. Over time, you form friendships with a Roman Catholic and a Lutheran who also appear to be devout believers and you have a number of discussions about your respective views regarding the nature of the church and the part it should play in the life of the colony. There are some points of agreement and some significant differences.

Part A (approx. 1000 words)

Write a letter (from you as the dissenter) to your two friends (Catholic and Lutheran – a single letter to both people) where you generously (without animosity) outline your views of

the church, contrast your views to the views of your friends, and gently critique their approaches from your dissenting position.

As you write this fictional letter, make sure that you:

- a) Communicate an understanding of the approaches to church of each tradition (Roman Catholic, Lutheran and Dissenter)
- b) Compare and contrast the three views
- c) Identify the strengths and limitations of each view

Part B (approx. 500 words)

Now return to the present day and imagine you are a church leader who is given this letter (from Part A) by a historian and are asked to write a short article for the Journey (Uniting Church) newspaper, in which you critique (identifying what is both helpful and limiting) the approaches to church found in the letter, in light of contemporary practice and understanding.

Assessment 3: Australian Timeline (1500 Words) 30%

Create a one-page A3 visual timeline depicting the history of the church in Australia from Colonisation to the present time. Identify and mark on the timeline key events, people and movements. Include separately a brief description of, and justification for, each choice of timeline event/person, such that your supporting information does not exceed 1500 words. Note that some of the events you include might not be technically church events, they might be general national events that significantly impact the church. Also note that the timeline needs to be either digitally created or able to be scanned so that it can be uploaded to ACD online.

Assessment 4: Oral Presentation (approx. 1500 words/15 minute) 30%

Select *one* of the following global regions:

- a) Oceania (not including Australia)
- b) Asia
- c) Africa
- d) Latin America

Prepare a 15-minute oral presentation that addresses the following:

- a) Provide a contemporary snapshot of the Christian Church within that region
- b) Identify and articulate the key historical factors that have contributed to the current state of the church within that region
- c) List the insights or lessons that Australian Christianity should be attentive to from that region's history

You are welcome to develop a Powerpoint presentation to support your oral presentation. The whole presentation **is to be recorded on video** and is to be made available to the lecturer by:

1. Uploading the video to Youtube (or a similar platform) and sending a link to the lecturer or
2. Providing the presentation on USB drive (delivered to the lecturer by the assignment's due date).

In summary, you need to hand in:

- a) A written transcript of your presentation including a full bibliography of sources used
- b) A video of the presentation
- c) Any other supporting information (e.g., a copy of a Powerpoint presentation if you used one.)

Schedule of Grades

Pass Level (P) 50-64

Credit (CR) 65-74

Distinction (DN) 75-84

High Distinction (HD) 85-100

Fail (F) 1-49

Assessment Moderation

Please note: grades provided for individual assessment tasks during the semester serve only as a guide in relation to the final unit grade, which will be subject to moderation.

Generic Grade Descriptors (facilitator will supply specific rubric for assignments)

	High Distinction	Distinction	Credit	Pass	Fail
General description	Outstanding or exceptional work in terms of understanding, interpretation and presentation	A very high standard of work which demonstrates originality and insight	Demonstrates a high level of understanding and presentation and a degree of originality and insight	Satisfies the minimum requirements	Fails to satisfy the minimum requirements
Reading	Strong evidence of independent reading beyond suggested texts and materials	Evidence of reading beyond suggested texts and materials	Thorough understanding of suggested texts and materials	Evidence of having read suggested texts and materials	Very little evidence of having read any of the suggested texts and materials
Knowledge of topic	Demonstrates insight, awareness and understanding of deeper and more subtle aspects of the topic. Ability to consider topic in the broader context of the discipline	Evidence of an awareness and understanding of deeper and more subtle aspects of the topic	Sound knowledge of principles and concepts	Knowledge of principles and concepts at least adequate to communicate intelligently in the topic and to serve as a basis for further study	Scant knowledge of principles and concepts
Articulation of argument	Demonstrates imagination or flair. Demonstrates originality and independent thought	Evidence of imagination or flair. Evidence of originality and independent thought	Well-reasoned argument based on broad evidence	Sound argument based on evidence	Very little evidence of ability to construct coherent argument
Analytical and evaluative skills	Highly developed analytical and evaluative skills	Clear evidence of analytical and evaluative skills	Evidence of analytical and evaluative skills	Some evidence of analytical and evaluative skills	Very little evidence of analytical and evaluative skills
Problem solving	Ability to solve very challenging problems	Ability to solve non-routine problems	Ability to use and apply fundamental concepts and skills	Adequate problem-solving skills	Very little evidence of problem-solving skills
Expression and presentation appropriate to the discipline	Highly developed skills in expression and presentation. Accurate and consistent acknowledgement of sources	Well developed skills in expression and presentation. Accurate and consistent acknowledgement of sources	Good skills in expression and presentation. Accurate and consistent acknowledgement of sources.	Adequate skills in expression and presentation	Rudimentary skills in expression and presentation. Inaccurate and/or inconsistent acknowledgement of sources.

Academic Integrity

It is expected that all students maintain academic integrity in all their work. As defined by the ACD handbook, academic integrity means that all work which is presented is produced by the student alone, with all sources and collaboration fully acknowledged. Any failure to meet the requirements of academic integrity in any form of academic work will be regarded as a breach of the requirements of academic integrity and, depending on the circumstances and the nature of the breach, consequences including penalties may be expected to follow. Breaches of academic integrity may include plagiarism, collusion, fabrication, falsification, double submission of work and misconduct in examinations. Please refer to https://www.acd.edu.au/wp-content/uploads/2015/12/ACD_PLAGIARISM_POLICY.pdf

Referencing your work

For information on the preferred referencing style for theology units go to http://www.chicagomanualofstyle.org/tools_citationguide.html

Using inclusive language

“Inclusive language” is the term used for language which tries not to discriminate against people on the grounds of race, class, age, sex or ability. In the context of a pastoral ministry, the use of inclusive language is a matter of pastoral sensitivity.

To view the ACD’s guidelines on inclusive language follow the link below.
http://www.acd.edu.au/student/documents/ACD_Inclusive_Language_Guidelines.pdf

ACD Online

The Adelaide College of Divinity uses the Modular Object-Orientated Dynamic Learning Environment (MOODLE) as its eLearning Management System (LMS) or Virtual Learning Environment (VLE). We call this system ACD Online. See:

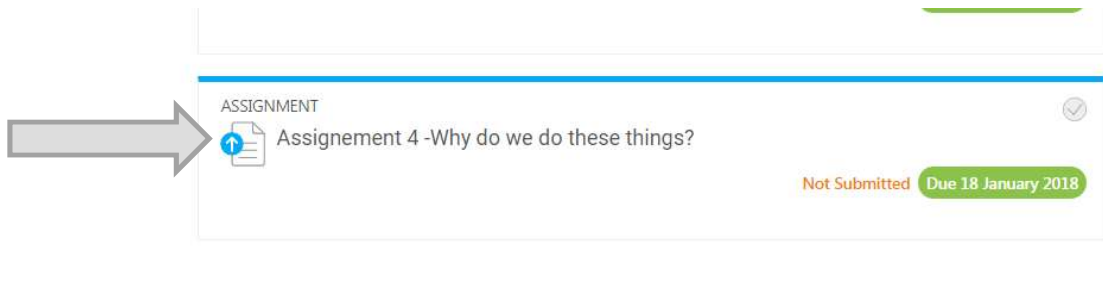
Set readings and extra materials to aid your learning are included on ACD-Online. It is expected that you engage with this material regularly, and that all pre-reading has been done. A link to recordings of the lectures will be available after the class (allow 1-2 days)

<https://courses.acd.edu.au/>

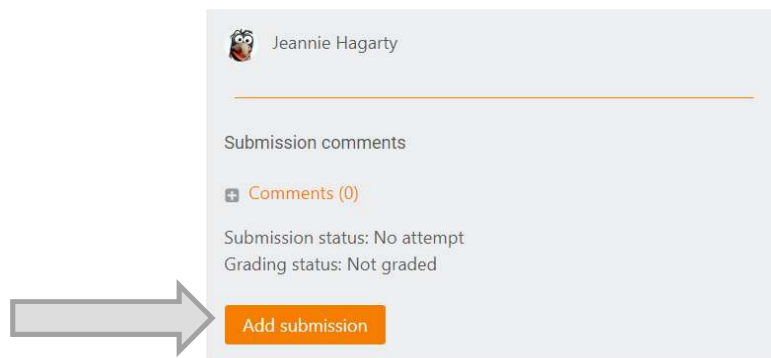
You will be required to submit your assignments for marking via ACD Online.

To upload your assignment, complete the following steps:

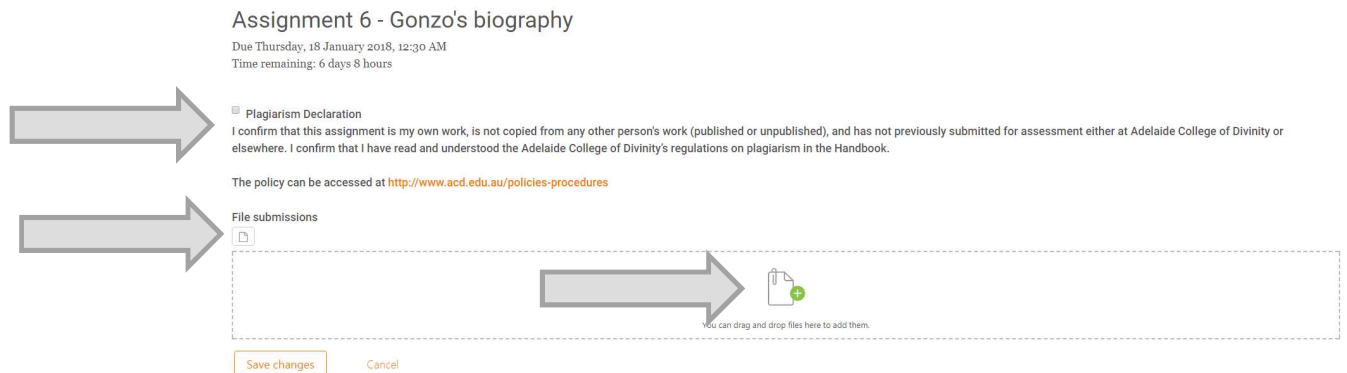
1. Click on the link of the assignment you are wanting to upload to.



2. Press the 'Add Submission' button



3. Either 'drag or drop' your file to the dotted box or click on the file submission icon to navigate to your file. You will also be required to tick the box next to the Plagiarism Policy Statement.



4. While your file is uploading you will see an orange progress bar.

File submissions



Assignment 2.docx:



Save changes

Cancel

5. Once your file changes to look like this, press the 'Save Changes' button

File submissions



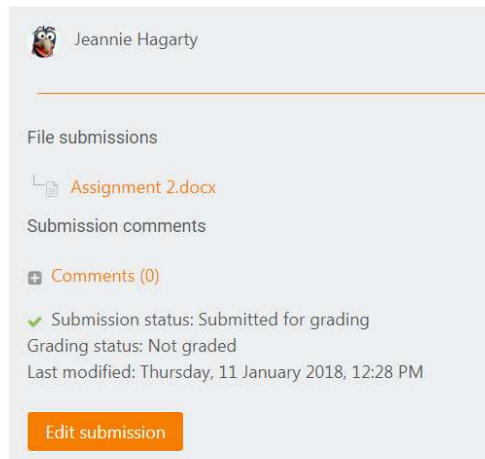
Assignment
2.docx



Save changes

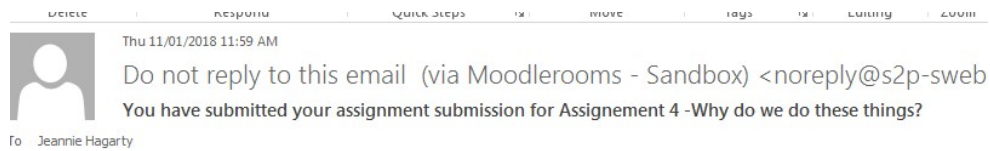
Cancel

6. Once it has been submitted the screen will look like this.



The screenshot shows a user profile for Jeannie Hagarty. Below the profile, there is a section for 'File submissions' with a file icon and the name 'Assignment 2.docx'. Underneath, there is a 'Submission comments' section with a plus icon and 'Comments (0)'. The submission status is 'Submitted for grading', with a green checkmark. Below that, it says 'Grading status: Not graded' and 'Last modified: Thursday, 11 January 2018, 12:28 PM'. At the bottom, there is an orange 'Edit submission' button.

7. Once your assignment has been submitted you will receive an email letting you know that the system has received it.



[testcourse1](#) ->[Assignment](#) ->[Assignment 4 -Why do we do these things?](#)

You have submitted an assignment submission for 'Assignment 4 -Why do we do these things?'.

You can see the status of your [assignment submission](#).

If you have any issues please contact Student Services via the helpdesk college.divinity@flinders.edu.au or on 08 8416 8400.

Required Reading

There is no set text for this unit. All readings will be available on ACD Online. You may also be required to bring a bible to class. The Bible version used for academic study at Trinity College Queensland is the *New Revised Standard Version*.

Topic	
Reforming Movement	<p>Michael Reeves. 'God's Volcano: Martin Luther' (Chapter 2) in <i>The Unquenchable Flame: Introducing the Reformation</i>. Nottingham, UK: IVP, 2009) 30-61</p> <p>Alister McGrath. The Impact of Reformation Thought on History (Chapter 14) in <i>Reformation Thought: An Introduction 3rd Edition</i> (Oxford, UK: Blackwell Publishing, 1999) 261-278</p> <p>Philip Melancthon. The Augsburg Confession in Janz, D.R. <i>A Reformation Reader: Primary Texts with Introductions</i> (Minneapolis: MN Fortress Press, 1999) 138-145</p>
Swiss, Reformed and English Reformation Traditions	<p>Alister McGrath. 'The Shift in Power: Calvin and Geneva' (Chapter 4) in <i>Christianity's Dangerous Idea: The Protestant Revolution- A History from the Sixteenth Century to the Twenty-First</i> (New York, NY: Harper Collins, 2007) 83-104</p> <p>Margo Todd: 'A People's Reformation?' (Chapter 3) in Matheson Peter, <i>A People's History of Christianity: Reformation Christianity</i> (Minneapolis, MN: Fortress Press, 2007)70-91</p>
Reformations Reactions: Counter Reformation and the Dissenters	<p>Mark Noll., Catholic Reform and Worldwide Outreach: The Founding of the Jesuits (Chapter 9) in <i>Turning Points: Decisive Moments in the History of Christianity, 3rd Edition</i> (Grand Rapids, MI: Baker Academic, 2012) 189-213</p> <p>R.W. Heinze. The Catholic Reformation (Chapter 10) in <i>Reform and Conflict: From the Medieval World to the Wars of Religion AD 1350-1648</i> (Grand Rapids, MI: Baker Books, 2005) 255-279</p>
The Fortunes of Eastern Christianity	<p>Tim Grass. The Babylonian Captivity of the Eastern Churches (Chapter 4) in <i>Modern Church History: SCM Core Text</i>. (London, UK: SCM Press, 2008) 44-59</p>
Renewal Movements: Pietists and the Wesleys	<p>R.L. Gallagher, J.M. Terry. Encountering Methodist Missions (Chapter 11) in <i>Encountering the History of Missions: From the Early Church to Today</i> (Grand Rapids, MI: Baker Academic, 2017) 224-241</p> <p>Ava Chamberlain. 'Domestic Piety in New England' (Chapter 8) in Porterfield, Amanda (Ed.). <i>A People's History of Christianity: Modern Christianity to 1900</i> (Minneapolis, MN: Fortress Press, 2007) 233-259</p>
Global Expansion and the Age of Missions	<p>Howard Norrish. 'The Great Century' (Chapter 16) in Barnett Mike (Ed) <i>Discovering the Mission of God</i> (Downers Grove, IL: IVP Academic, 2012)</p> <p>Justo Gonzalez. 'Geographic Expansion' (Chapter 33) in <i>The Story of Christianity Volume II: The Reformation to the Present Day</i>. (New York, NY: Harper Collins, 2010) 417-440</p>
In Light of the Enlightenment: Orthodoxy and Rationalism	<p>Diarmaid MacCulloch., Enlightenment: Ally or Enemy? (Chapter 21) in <i>A History of Christianity</i>. (London, UK: Penguin Books, 2009)769-816</p> <p>Alister McGrath. 'The Modern Period' (Chapter 4) in <i>Christian Theology an Introduction 4th Edition</i> (Oxford, UK: Blackwell, 2007) 65-98</p>
Modern Catholicism	<p>Bruce L. Shelley. 'The Restoration of Fortresses (Catholicism in the Age of Progress)' (Chapter 36) in <i>Church History in Plain Language</i> (Dallas TX: Word Inc, 1982). 373-383</p> <p>John D Woodbridge & Frank A James III. 'Catholicism and Orthodoxy: Collision to Collegiality' (Chapter 20) in <i>Church History Volume II, From Pre-Reformation to the Present Day</i> (Grand Rapids, MI: Zondervan, 2013) 757-788</p>

Christianity in Australia	<p>Ian Beward. 'Chaplaincy to Churches' (Chapter 2) in <i>A History of the Australian Churches</i> (Sydney, AU: Allen and Unwin, 1993) 12-23</p> <p>William G. Taylor. Queensland and New South Wales (Part of Chapter 16) in Iain H. Murray <i>Australian Christian Life from 1788: An Introduction and Anthology</i> (Edinburgh, SC: Banner of Truth, 1988) 296-307</p> <p>Roger C. Thompson. 'The Making of Post-Christian Australia' (Chapter 6) in <i>Religion in Australia: A History</i> (Oxford, UK: Oxford University Press, 1994) 113-137</p>
Mission in the Pacific	<p>Kenneth Scott Latourette. 'The Rapid Spread of Christianity in Australasia' (Chapter 52) in <i>A History of Christianity Volume II: Reformation to the Present</i>, (New York, NY: Harper & Row, 1975) 1294-1301</p> <p>Stephen Neill 'The Pacific' (Chapter 7) in <i>Colonialism and Christian Missions</i> (London, UK: Lutterworth Press, 1966) 225-265</p>
20th Century Movements in Global Christianity	<p>Luis N. Rivera-Pagan. 'Pentecostal Transformation in Latin America' (Chapter 7) in Mary Bednarowski. <i>A People's History of Christianity: Twentieth Century Global Christianity</i>. (Minneapolis, MN: Fortress Press, 2008)190-210</p> <p>Diarmaid MacCulloch. 'Constantine's Church Crumbles (Twentieth Century)' (Chapter 17) in <i>Groundwork of Christian History</i> (London, UK: Epworth Press, 1987) 274-293</p>
The Church in the 21st Century	<p>Philip Jenkins. 'Coming to Terms' (Chapter 6) in <i>The Next Christendom: The Coming of Global Christianity</i>. (Oxford, UK: Oxford University Press, 2002)107-139</p> <p>Stephen Spencer. 'Finding Hope in Local Communities: Mission within Postmodernity' (Chapter 10) in <i>SCM Study Guide: Christian Mission</i> (London, UK: SCM Press, 2007) 161-189</p>

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