THEO2003 - Late Medieval and Reformation Studies
Course Outline

Course Co-ordinator: Dennis Carroll
Room: MC101a, McMullin Building.
Ph: 492 15751
Email: dennis.carroll@newcastle.edu.au
Consultation Hours: Mondays and Tuesdays on campus (outside class); otherwise by email.

Semester 1 - 2010
Unit Weighting 10

Teaching Methods
Lecture
Seminar

Brief Course Description
This course provides students with an overview of the development of Christianity in the tumultuous period between 1400 and 1700, when Christian life and thought was divisively recast in the face of new cultural, social, political and technological changes. Through lectures and workshop program, students will be introduced to key features and factors in the theological and ecclesial transformations which gave rise to a wide variety of new expressions of Christianity, both within and beyond traditional structures.

Following an exploration of the currents of late medieval Christian life and thought, the course outlines and critically examines how Reformations took place in different parts of Europe with varying characteristics. The major figures and their thought, and the key turning-points and controversies are explored, together with reflection upon their relationship to developments in popular religion and societal change.

Contact Hours
Seminar for 1 Hour per Week for the Full Term
Lecture for 2 Hours per Week for the Full Term
Learning Materials/Texts

Course Objectives
The aim of the course is to:
* Introduce students to foundational aspects of Christian life and theology as formed by the historical developments of the Church between 1400 and 1700;
* Enable students to engage with the diversity of key approaches to the sources of Christian Faith as part of the continuing development of Christian thought and praxis;
* Provide students with illustrative examples of formative Christian life and theology as the expression of changing Christian identities under the pressure of different social contexts;
* Enable students to develop their theological judgments about particular doctrinal developments in relation to their historical contexts.

Course Content
Lectures
Students will be required to attend 2 x one hour lectures and a one hour seminar on the theme of the lectures each week. Themes for the lectures may include: currents in late medieval Christianity (Papalism, Conciliarism and Mysticism, Humanism and Scholasticism); influence of popes and princes (aspects of the German Reformation); and the influence of key figures like Martin Luther, Zwingli, Calvin, Anabaptists, Cranmer and the Anglican Reformation in England, Catholic reformation and the Council of Trent; Ignatius and new currents in Roman Catholic spirituality; religious settlements by the 17th Century, and what had changed.

Seminars
The seminar programme will encourage students to become familiar with a number of foundational primary texts as an indication of the vast array of diverse resources available within Christian history.

It is expected that students will both contribute to, and at times lead, discussions as a part of the assessment regime of the course. The readings for the workshops will include the relevant primary documents in Carter Lindberg, The European Reformations Sourcebook (New York: Blackwell, 1999), together with appropriate sections of the other core texts and other relevant required resources.

Assessment Items

| Essays / Written Assignments | Two or more written assignments, which might include minor or major essays, tutorial papers, book reviews, online quiz, blogs, essay proposals, bibliographies or other similar exercises, totalling 1000-4500 words. 100% |
| Other: (please specify) | Specific instructions about the weighting, timing and word limits of all assessment tasks will be found in the course outline available in the first two weeks of semester. |

Assumed Knowledge
Nil

Callaghan Campus Timetable
THEO2003
Late Medieval & Reform Studies
Enquiries: School of Humanities and Social Science
Semester 1 - 2010
Lecture and Workshop Tuesday 14:00 - 16:00 [MCLG44]

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and
devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one’s own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person's ideas without due acknowledgment;
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in **Late Penalty** (under student) at the link above.

**Requests for Extensions of Time** must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical,
Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at:

*Note:* different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term,** except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

**STUDENT INFORMATION & CONTACTS**

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
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</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
</tbody>
</table>

School of Humanities and Social Science
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

End of CTS Entry

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
Course Rationale

This course provides students with an overview of the development of Christianity in the tumultuous period between 1400 and 1700, when Christian life and thought was divisively recast in the face of new cultural, social, political and technological changes. Students will be introduced to key features and factors in the theological and ecclesial transformations which gave rise to a wide variety of new expressions of Christianity, both within and beyond traditional structures. Following an exploration of the currents of late medieval Christian life and thought, the course outlines and critically examines how Reformations took place in different parts of Europe with varying characteristics. The major figures and their thought, and the key turning-points and controversies are explored, together with reflection upon their relationship to developments in popular religion and societal change.

Class Timetable for the Semester

Classes will meet for a period of thirteen weeks, commencing Tuesday 2 March and finishing 1 June, with a mid-semester break between 2 April and 9 April. The course content will be presented for twelve weeks. In the final week (week 13) students will have the opportunity to integrate and reflect on the course as a whole. Course attendance is compulsory. Course attendance dates are: March 2, 9, 16, 23, 30, April 13, 20, 27, May 4, 11, 18, 25, June 1.

Preparation for Lectures and Tutorials

It is expected that the student will have read the assigned readings for each week’s lecture and tutorial, and will attend and participate in all lectures and tutorials. Course lecturers and tutors will assist the students in recognising the appropriate reference books and journals in late medieval and Reformation studies. Students are expected to familiarise themselves with the theology and church history sections of the library. The major theological and historical encyclopaedias and dictionaries should be noted for a quick overview of the course topics. Care should be taken with the use of online resources.

Student Assessment

Students are required to submit all written assignments in two forms to fully comply with the assessment:

1. A hard copy handed in personally to the lecturer at the lecture on which the assignment is due.
2. An electronic form via Turnitin on the course Blackboard before the lecture on the due date.

Students can expect to receive written feedback on the written assignments and tutorial tasks. Assessment is based on the stated course learning objectives as indicated for each assignment, and in keeping with the University’s policy (http://www.newcastle.edu.au/policylibrary/000779.html).

Assessment Table

<table>
<thead>
<tr>
<th>Task</th>
<th>Topic Description</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>500 words – see topic below</td>
<td>10%</td>
<td>16 March (Week 3)</td>
</tr>
<tr>
<td>Paper 2</td>
<td>500 words – see topic below</td>
<td>10%</td>
<td>30 March (Week 5)</td>
</tr>
<tr>
<td>Essay</td>
<td>2000 words – see topic below</td>
<td>40%</td>
<td>27 April (Week 8)</td>
</tr>
<tr>
<td>Class Quiz</td>
<td>2 x 45 minutes (15% each)</td>
<td>30%</td>
<td>1 June (Week 13)</td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
<td>10%</td>
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</table>
Papers and Essay

The two papers and the essay must be completed by the due dates in both an electronic and hard copy form. One form alone cannot constitute compliance with the due date. The two papers and essay are sequenced to give students timely feedback on their progress. The essay will give the opportunity for critical analysis and presentation. The short length of the papers will focus skills in writing balanced, insightful and succinct presentations. The word count, with a 10% variation, is deliberately chosen and is the only work that will be assessed. The papers and essay need to be set out in academic style with adequate footnoting and bibliographic detail. For a THEO2000 course a bibliography of at least 7-8 significant references is expected. Footnotes are expected to lead to references in the bibliography. The preferred style in theology is the Chicago footnoting style. Students are encouraged to use the conventions for citations and abbreviations found in *Every Student’s Guide to Essay Writing, Second Edition*, by Sarah O’Shea. This can be bought at the United Campus Bookshop or the Co-op Bookshop. Sarah can be found at the Learning Development Service Student Support Unit. For academic reasons, it is suggested that students use a Bible edition that includes the Apocryphal and Deuterocanonical Books.

Paper 1 (Due Date: 16 March, Week 3)

Write 500 words on one of the following documents. The documents can be found in: Carter Lindberg, *The European Reformations Sourcebook*. Determine the historical context and draw out the principal theological issues.

No. 1.29, p. 22. Lorenzo Valla
(OR)
No. 1.30, p. 22. Desiderius Erasmus

Paper 2 (Due Date: 30 March, Week 5)

Write 500 words on one of the following documents. The documents can be found in: Carter Lindberg, *The European Reformations Sourcebook*. Determine the historical context and draw out the principal theological issues.

No. 2.2, p. 26. Luther’s Conversion
(OR)
No. 2.3, p. 27. Luther’s Theological Emphases

Essay (Due Date: 27 April, Week 8)

Write 2000 words on one of the following:

1. Discuss to what extent Wyclif or Hus were reformers before the Protestant Reformations?
2. ‘Erasmus laid the egg but Luther hatched it.’ Describe and analye the continuity and (or) discontinuity between Erasmus and Luther.
3. Describe and analyse the main issues in the Eucharistic controversy between Luther and Zwingli.
4. Discuss and compare the importance of the economic, social and political factors in the development of the Reformation in two of its main centres (e.g., England, Scotland, Germany, Switzerland).
5. Describe and assess the variety in belief and practice among the Anabaptists in the sixteenth century.
6. Evaluate the place of Calvin in the church in the sixteenth century.
7. ‘The history of the Counter Reformation is in part the history of the triumph of the conservatives and militants over the conciliatory and liberal.’ Critically discuss.

Class Quiz (Due Date: 1 June, Week 13)

Write a brief reflection for 45 minutes on 3 from a series of gobbets / documents to be published in Week 12.
(And)

Write an essay for 45 minutes chosen from a list of topics to be published in Week 12.
Class Participation

Students will be assessed on attendance and participation in the 13 weeks of the course. Serious and intelligent engagement with the lecture content and set readings will be looked for. An appreciative and cooperative attitude towards visiting lecturers is taken for granted. The final determination of this performance assessment will be made when all the participating lecturers have been consulted.

Grading Guide

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>85%</td>
<td>High Distinction (HD) A thorough understanding of the subject matter based on substantial additional reading and research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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<tr>
<td>75%</td>
<td>Distinction (D) Evidence of substantial additional reading and research. Demonstrated ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<td>65%</td>
<td>Credit (C) The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion and a critical appreciation of a range of different perspectives. A deficiency in any of the above may be compensated by evidence of independent thought presented coherently and accurately.</td>
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<tr>
<td>50%</td>
<td>Pass (P) The demonstration of a reasonable attempt to engage the question. The work shows a grasp of the basic principles of the subject matter and a basic knowledge of the required readings. The work is comprehensible, accurate and correctly referenced.</td>
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<tr>
<td>Less</td>
<td>Fail (F) Issues in the category include unacceptable presentation and effort, non-completion and non-compliance. The work does not demonstrate an understanding of the basic principles of the subject matter. The student has not communicated their understanding in an academically comprehensible way. The work does not answer the question. Research and referencing are faulty. Presentation, spelling and grammar are careless. There is evidence of plagiarism.</td>
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Week, Session Date, Topic, Principal Lecturer

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Principal Lecturer</th>
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<tbody>
<tr>
<td>1</td>
<td>2 March</td>
<td><strong>Introduction: Medieval Developments.</strong></td>
<td>(Dennis Carroll)</td>
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<td>2</td>
<td>9</td>
<td><strong>Power, Piety &amp; Reformism in the Medieval Church.</strong></td>
<td>(Margaret Carr)</td>
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<tr>
<td>3</td>
<td>16</td>
<td><strong>Christian Humanism: Renaissance and Reform.</strong></td>
<td>(Dennis Carroll)</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Author</td>
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<tr>
<td>4</td>
<td>23</td>
<td><strong>Martin Luther and the German Reformation.</strong></td>
<td>(Margaret Carr)</td>
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<td></td>
<td></td>
<td>Carter Lindberg, <em>The European Reformations Sourcebook</em>. No. 1.17, 1.27, 2.1-2, 2.6-10, 2.12, 2.15-17, 2.19, 5.5-6, 5.11, 5.16-17.</td>
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<tr>
<td></td>
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<td>Martin Luther’s <em>The Ninety Five Theses</em>. Various editions</td>
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<td>5</td>
<td>30</td>
<td><strong>The Theology of Martin Luther.</strong></td>
<td>(John McDowell)</td>
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<td>Carter Lindberg, <em>The European Reformations Sourcebook</em>. No. 2.3.</td>
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<tr>
<td></td>
<td></td>
<td>Martin Luther’s <em>Heidelberg Disputation, Articles 1-28</em>. Various editions</td>
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<td><strong>SEMESTER RECESS</strong></td>
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<td>6</td>
<td>13 April</td>
<td><strong>The Swiss Reformation and Huldrych Zwingli.</strong></td>
<td>(Margaret Carr)</td>
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<tr>
<td>7</td>
<td>20</td>
<td><strong>Anabaptism: Popular Religion and Social Unrest.</strong></td>
<td>(James Rigney)</td>
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<tr>
<td>8</td>
<td>27</td>
<td><strong>John Calvin’s Geneva.</strong></td>
<td>(Granville Pillar)</td>
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<tr>
<td>9</td>
<td>4 May</td>
<td><strong>The Theology of John Calvin.</strong></td>
<td>(Bruce Perry)</td>
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<td></td>
<td></td>
<td>John Calvin’s <em>The Institutes of the Christian Religion</em>, Bk. I, Chapters 1-5. Various Editions</td>
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<tr>
<td>10</td>
<td>11</td>
<td><strong>Counter-Reformation: Catholic Revival and the Council of Trent.</strong></td>
<td>(Camilla Russell)</td>
</tr>
</tbody>
</table>

**11** | 18 | **The Reformation in England.**  
| | | (James Rigney)


25 | **The Reformation in Perspective: Ramifications.**  
| | (Camilla Russell)


13 | 1 June | **Course Review and Class Quiz**  
| | | (Dennis Carroll)

**BIBLIOGRAPHY**

**Required Reading**


**Students, please note:**

THEO2003 Tutorial texts and Selected Reading is available on the course Blackboard