



**CH302/502**

## **The Church from 1550 to Modern Times**

**Semester 2, 2015**

*Brisbane School of Theology offers high quality, Bible-centred theological training in a diverse and supportive community, shaping the whole person for God's purpose. Aiming for more than simply growing students' knowledge of theology, BST is developing passionate, capable disciples who use what they know about God's word to serve him in the church and the world.*

## INFORMATION ABOUT THIS UNIT

DESCRIPTION		The unit surveys the history of the Christian movement from the time of European Reformation to the present day. Through primary and secondary sources, it provides an orientation to the major developments, personalities and the emergence of modern denominations.			
TEACHING STAFF		Rev Dr Richard Gibson			
CREDIT POINTS	4	CO/PRE-REQUISITES	N/A	NO. OF TEACHING WEEKS	13
CH302 ASSESSMENT SUMMARY		1.	<b>Essay Due: 14<sup>th</sup> August</b>	<b>1000 words</b>	<b>(25%)</b>
		2.	<b>Document analysis Due: 25<sup>th</sup> September</b>	<b>1500 words</b>	<b>(30%)</b>
		3.	<b>Essay Due: 6<sup>th</sup> November</b>	<b>2000 words</b>	<b>(45%)</b>
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		3.	<b>Essay Due: 6<sup>th</sup> November</b>	<b>3000 words</b>	<b>(50%)</b>

## STUDENT LEARNING OUTCOMES

On completion of this unit, students will:

### **Know and understand**

- Knowledge and understanding
1. Those major phases and developments in the history of Christianity identified in the unit content
  2. The life and thought of selected key figures in the history of Christianity

### **(CH502)**

3. Interpretations and uses of selected phases, developments and key figures

### **Be able to**

- Skills
1. Discuss the impact of the social, political and cultural context on Christian beliefs, practices and movements.
  2. Evaluate historical evidence using primary and secondary sources
  3. Present an analytical evidence-based argument or narrative

### **(CH502)**

4. Discuss interpretations of the period

### **Be in a position to**

- Application
1. Inform their theological studies with perspectives from this period of Christian history
  2. Apply perspectives from this period to current issues in ministry and the contemporary world

### **(CH502)**

3. Evaluate interpretations of the period

## UNIT TIMETABLE

<b>Section A: Reform &amp; Revolution</b>				
1 21/7	1. Introduction & Review 2. Reformation era 3. Henry VIII's breach with Rome	<i>Thomas Cranmer</i>	<i>CH v. 2</i> 216-30	<i>CH v. 2</i> 216-30
2 28/7	4. Edward & Mary's reigns 5. The Elizabethan settlement 6. Catholics under Elizabeth	<i>John Jewell</i>	<i>CH v. 2</i> 231-43	<i>CH v. 2</i> 231-51
3 4/8	7. Theological controversy 8. Puritanism 9. Christianity in America	<i>Richard Baxter</i>	<i>CH v. 2</i> 253-84	<i>CH v. 2</i> 253-84
4 11/8	10. Pietism 11. Science & Philosophy 12. The Enlightenment	<i>Blaise Pascal</i>	<i>CH v. 2</i> 327-55; 373-88	<i>CH v. 2</i> 327-88
<b>Section B Change &amp; Renewal</b>				
5 18/8	13. Evangelical Revival 14. Wesley & Whitefield 15. Great awakening	<i>John Wesley; Jonathan Edwards</i>	<i>CH v. 2</i> 400-430	<i>CH v. 2</i> 389-430
6 25/8	16. Deism 17. French Revolution 18. Science & Religion	<i>John Toland</i>	<i>CH v. 2</i> 417-21; 524-41	<i>CH v. 2</i> 417-49; 524-41
7 1/9	19. Biblical criticism & liberalism 20. Frontier Religion: Finney & Moody 21. Oxford Movement	<i>Schleier- macher; Charles Finney</i>	<i>CH v. 2</i> 542-62; 578-85	<i>CH v. 2</i> 542-85
8 8/9	22. The Abolition of Slavery 23. Birth of modern missions 24. Victorian age: Salvation Army	<i>F. D. Maurice; The Booths</i>	<i>CH v. 2</i> 586-616	<i>CH v. 2</i> 586-616
9 15/9	25. First Vatican Council 26. Mission in Africa, India, China 27. European churches	<i>Carey; Taylor Livingstone</i>	<i>CH v. 2</i> 617-28; 645-55	<i>CH v. 2</i> 617-77
<b>Section C: The Church Universal</b>				
10 6/10	28. Global Christianity 29. Pentecostalism 30. German Christians in WW II	<i>Dietrich Bonhoeffer</i>	<i>CH v. 2</i> 678-720	<i>CH v. 2</i> 678-732
11 13/10	31. Liberation theology 32. The Role of Women 33. Charismatic movement	<i>John Mott</i>	<i>CH v. 2</i> 732-56	<i>CH v. 2</i> 732-56
12 20/10	34. Vatican II & Ecumenism 35. Fundamentalism & evang 36. Emerging issues	<i>John XXIII</i>	<i>CH v. 2</i> 763-811	<i>CH v. 2</i> 757-827
13 27/10	37. Christianity comes to Australia 38. Australian churches today 39. Christianity & Islam	<i>Samuel Marsden</i>	<i>CH v. 2</i> 828-39	<i>CH v. 2</i> 828-39
<b>2-6 November, Study Week 9-13 November, Exam Week</b>				

## ASSESSMENT OUTLINE FOR CH302

**This applies to students who are enrolled in the Bachelor and Graduate level courses.**

ASSESSMENT 1	<p><b>1. Essay 1000 words (20%)</b>  <b>Due: 14<sup>th</sup> August, 5.00 pm</b></p> <p>Discuss the contribution of one of the following to the reform of the churches in England and Scotland:</p> <p>William Tyndale  OR  Hugh Latimer  OR  William Perkins  OR  George Wishart</p>
ASSESSMENT 2	<p><b>2. Document analysis 1500 words (30%)</b>  <b>Due: 25<sup>th</sup> September, 5.00 pm</b></p> <p>Choose one of the following documents. Explain the context of its publication and analyse its content for insights it offers into the nature of Christian missions.</p> <p><i>W. Carey, An Enquiry into the Obligations of Christians to Use Means for the Conversion of the Heathen</i> (Dallas: Criswell Publications, 1988).  OR  Rufus Anderson, <i>Foreign Missions: Their Relations and Claims</i> (New York: Charles Scribner &amp; Sons, 1869). Chapters 7- 8: 'Principles and Methods of Modern Missions,' and 'Value of Native Churches,' 109-45.  OR  John R. Mott, <i>The Decisive Hour of Christian Missions</i> (New York: Student Volunteer Movement for Foreign Missions, 1910). Chapter 2: 'Critical Tendencies and Influences in the Non-Christian World,' 39-66.</p>
ASSESSMENT 3	<p><b>3. Essay 2000 words (50%)</b>  <b>Due: 6<sup>th</sup> November, 5.00 pm</b></p> <p>1. Discuss the key differences between the Charismatic movement and classical Pentecostalism.  OR  2. Discuss the key differences between Evangelicalism and Fundamentalism.  OR  3. Discuss the emergence of Neo-orthodoxy as a reaction to Protestant Liberalism.  OR  4. Discuss the impact of reforms to the Roman Catholic church by Vatican II.</p>

## ASSESSMENT OUTLINE FOR CH502

**This applies to students who are enrolled in the Bachelor and Graduate level courses.**

ASSESSMENT 1	<p><b>1. Essay 1000 words (20%)</b>  <b>Due: 14<sup>th</sup> August, 5.00 pm</b></p> <p>Discuss the contribution of one of the following to the reform of the churches in England and Scotland:</p> <p>Thomas Cranmer  OR  Reginald Pole  OR  Richard Hooker</p>
ASSESSMENT 2	<p><b>2. Document analysis 1500 words (30%)</b>  <b>Due: 25<sup>th</sup> September, 5.00 pm</b></p> <p>Choose one of the following documents. Explain the context of its publication and analyse its content for insights it offers into the nature of Christian missions.</p> <p><i>W. Carey, An Enquiry into the Obligations of Christians to Use Means for the Conversion of the Heathen</i> (Dallas: Criswell Publications, 1988).  OR  Rufus Anderson, <i>Foreign Missions: Their Relations and Claims</i> (New York: Charles Scribner &amp; Sons, 1869). Chapters 7- 8: 'Principles and Methods of Modern Missions,' and 'Value of Native Churches,' 109-45.  OR  John R. Mott, <i>The Decisive Hour of Christian Missions</i> (New York: Student Volunteer Movement for Foreign Missions, 1910). Chapter 2: 'Critical Tendencies and Influences in the Non-Christian World,' 39-66.</p>
ASSESSMENT 3	<p><b>3. Essay 3000 words (50%)</b>  <b>Due: 6<sup>th</sup> November, 5.00 pm</b></p> <p>1. Evaluate the contribution of John Wimber to the Charismatic Movement  OR  2. Evaluate the contribution of John Stott to modern Evangelicalism.  OR  3. Evaluate the contribution of Karl Barth to Christian theology.  OR  4. Evaluate the contribution of Gustavo Gutierrez to the Roman Catholic Church in Latin America.</p>

## LECTURE ATTENDANCE

Please note the ACT policy (see BST student handbook) on lecture attendance. You are required to attend at least 80% of lectures. This means you can miss a maximum of two lectures. If you know that you will not be at a lecture, please phone or email the lecturer beforehand. If you miss more than two lectures, your enrolment for this unit may be ended.

## HOW TO STUDY THIS UNIT

You should allocate approximately 7 hours outside of class each week to this unit.

## LATE SUBMISSION OF WORK

Please note the ACT policy (see BST student handbook) on late submission of work and extensions. Failure to submit any individual assignment on time may result in either a late penalty or a zero mark for the assignment.

## PASSING THIS UNIT

To pass this unit you must complete and submit each assessment item. You must also attain an overall percentage mark of 50% or more.

## PLAGIARISM

Please note the ACT policy (see BST student handbook) on plagiarism. This is a serious issue and it is your responsibility both to understand what plagiarism includes and to avoid it completely. If you are found to have plagiarised, there will be serious consequences as specified in the BST student handbook.

Penalties for plagiarism are as follows (from ACT Academic Misconduct Policy):

- **First offence:**

Students will be subject to academic counselling, with the maximum penalty being to fail the item with no marks awarded. Where deemed appropriate, the minimum penalty available will be that students may be granted an opportunity to resubmit the assessment with a maximum of 50% for the assessment.

- **Second offence:**

Fail unit, with no remedial opportunity.

- **Third or major offence:**

Exclusion from any award of the ACT, or exclusion from the award for up to two years, or other outcome appropriate to the case but with an impact less serious than exclusion.

In the case of severe plagiarism and/or cheating, a student may be subject to a separate disciplinary process approved by the ACT Academic Board. Colleges are required to immediately report to the ACT Director of Academic Services all offences of wilful academic misconduct, for recording on TAMS.

## READING MATERIALS

### Prescribed text

Woodbridge, J. D., and F. A. James III.  
*Church History. Volume 2: From Pre-Reformation to the Present Day.*  
Grand Rapids: Zondervan, 2013.

### Recommended reading

#### Primary Sources

Bettenson, H. and C. Maunder, eds.  
*Documents of the Christian Church.* 4<sup>th</sup> ed. Oxford: OUP, 2011.

#### Dictionaries and Atlases

- Chadwick, H. and G. R. Evans, eds.  
*Atlas of the Christian Church.* Oxford: Equinox, 1987.
- Cross, F. L. and E. A. Livingstone, eds.  
*The Oxford Dictionary of the Christian Church.* London: OUP, 1997.
- Douglas, J. D. ed. *The New International Dictionary of the Church.* Rev ed. Grand Rapids: Zondervan, 1978.
- Hillerbrand, H. J., ed.  
*The Oxford Encyclopedia of the Reformation.* 4 vols. New York: Oxford University Press, 1996.

#### General References

- Cairns, E. E. *Christianity through the Centuries: A History of the Christian Church.* 3<sup>rd</sup> ed. rev. and expanded. Grand Rapids: Zondervan, 1996.
- Dowley, T., ed. *Introduction to the History of Christianity.* 2<sup>nd</sup> ed. Minneapolis: Fortress, 2013.
- Harris, R. and H. Mayr-Harling.  
*Christianity: Two Thousand Years.* Oxford: OUP, 2001.
- Norris, F. W. *Christianity: A Short Global History.* Oxford: Oneworld Publications, 2002.
- Shelley, B. L. *Church History in Plain Language.* 4<sup>th</sup> ed. Nashville: Routledge, 2013.
- Yates, T. *The Expansion of Christianity.* Downers Grove, IL: IVP, 2004.

#### Section A: Reform & Revolution

- Bagchi, D., and D. C. Steinmetz, eds.  
*The Cambridge Companion to Reformation Theology.* Cambridge: Cambridge University Press, 2004.
- Brown, John. *The English Puritans.* Fearn: Christian Heritage, 1998.
- Cameron, E. *The European Reformation.* 2<sup>nd</sup> ed. Oxford: Oxford University Press, 2012.
- Heinze, R. W. *Reform and Conflict: From the Medieval World to the Wars of Religion AD 1350-1648.* Baker History of the Church, Vol 4. Grand Rapids/Oxford: Baker/Monarch, 2005.



- Kung, Hans. *The Catholic Church: A Short History*. London: Weidenfeld & Nicolson, 2001.
- Lindberg, C. *The European Reformations*. 2<sup>nd</sup> ed. London: Blackwell, 2009.
- MacCulloch, D. *Reformation: Europe's House Divided 1490-1700*. London: Penguin, 2004.
- McGrath, A. E. *Reformation Thought: An Introduction*. 3<sup>rd</sup> ed. London: Blackwell, 1999.

### **Section B: Change & Renewal**

- Askew, T. A. & R. V. Pierard. *The American Church Experience: A Concise History*. Grand Rapids: Baker, 2004.
- Heitzenrater, R. P. *Wesley and the People Called Methodists*. Nashville: Abingdon, 1995.
- Herring, George. *What was the Oxford Movement?* London: Continuum, 2002.
- Kent, John. *Wesley and the Wesleyans: Religion in Eighteenth Century Britain*. Cambridge: CUP, 2002.
- Knight, Frances. *The Church in the Nineteenth Century*. London: I.B. Tauris, 2008.
- Noll, Mark A. *America's God: from Jonathan Edwards to Abraham Lincoln*. Oxford/NY: OUP, 2002.
- Noll, Mark A. *The Old Religion in the New World: the history of North American Christianity*. Grand Rapids: Eerdmans, 2002.
- Numbers, R. L. *Science and Christianity in Pulpit and Pew*. New York: Oxford University Press, 2007.
- Pearse, Meic. *The Age of Reason: from the Wars of Religion to the French Revolution, 1670-1789*. Oxford: Monarch, 2007.

### **Section C: The Church Universal**

- Bellito, C. M. *Renewing Christianity: A History of Church Reform from Day One to Vatican II*. New York: Paulist, 2001.
- Bergen, D. L. *Twisted Cross: the German Christian Movement in the Third Reich*. Chapel Hill, NC: University of North Carolina, 1996.
- Breward, I. *A History of the Churches in Australasia*. Oxford: OUP, 2001.
- Briggs, J., Mercy Amba Oduyoye & Georges Tsetsis, eds. *History of the Ecumenical Movement Vol III: 1968-2000*. Geneva: WCC, 2004.
- Gilley, S. & B. Stanley, eds. *World Christianities, 1815-1914*. Cambridge/New York: Cambridge University Press, 2006.
- Holmes, D. J. & B. W. Bickers. *A Short History of the Catholic Church*. 3<sup>rd</sup> ed. London: Burns & Oates, 2002.
- Kung, Hans. *The Catholic Church*. London: Orion, 2002.
- Moffett, S. H. *A History of Christianity in Asia, Vol. I*. 2<sup>nd</sup> rev. ed. Maryknoll, New York: Orbis, 1998.
- O'Malley, J. W. *Trent and all that: renaming Catholicism in the Early Modern Era*. Cambridge, MA: Harvard University, 2000.

## Brisbane School of Theology Graduate Outcomes

Attribute	Emphases of Unit			Comment
	Strong	Moderate	Light	
<b>1) Passionate discipleship</b>	√			Study of church history enriches the students' understanding of the sovereignty of God, the significance of Jesus Christ, and confronts them with the example of many who have sacrificed much in following Jesus.
<b>2) Sound knowledge of Bible</b>		√		Study of church history challenges a simplistic biblicism and highlights the need for careful attention to the Scriptures and sound principles of interpretation.
<b>3) Humility and faithfulness</b>	√			Study of church history reminds students' that they benefit from centuries of reflection, controversy, and commitment to the truth, often at great cost. It encourages them to read sympathetically.
<b>4) Communicating the Gospel</b>		√		Study of church history gives opportunity to test popular formulations and clichés in light of centuries of discussion of the nature of Christ, the Trinity, salvation, church, church-state relations and eschatology.
<b>5) Commitment to mission</b>	√			Study of church history provides an awareness of how the gospel has spread from Palestine to the rest of the world and invites them to participate in this movement.
<b>6) Commitment to team ministry</b>		√		Study of church history allows students' to encounter the diversity of traditions within the Christian faith, providing a basis for better appreciating differences within teams.
<b>7) Basic ministry skills</b>			√	Study of church history ought to equip students to articulate their faith aware of their cultural context, drawing on the resources of centuries of Christian experience.
<b>8) Commitment to life-long learning</b>		√		Study of church history tends to be a new experience for students and serves as a reminder that there is much to learn, enriching their understanding of God, his world, and their Christian brothers and sisters.

## **Brisbane School of Theology**

### **Graduate Attributes**

**1) They will be passionate disciples of Jesus Christ.** Graduates will maintain a vibrant relationship with God, be passionate about following Jesus and walk by the Spirit in every area of life. They will seek to love God above all else and others as themselves in attitudes, words and deeds. They will be imitators of Jesus, obey His Word, deny themselves, take up their cross and follow Jesus wherever He may lead (Mark 8:34).

**2) They will have a sound knowledge of the Bible.** Graduates will have an in-depth and comprehensive knowledge of the Bible. They will be committed to the infallibility and authority of the Bible as God's Word in everything pertaining to salvation and the Christian life (2 Tim 3:14-17). They will do their best to be good teachers of the Bible who correctly explain the word of truth (2 Tim 2:15).

**3) They will have genuine humility and demonstrate faithfulness in life and ministry.** Graduates will live lives of holiness, humility and faithfulness. They will be willing to acknowledge their shortcomings and mistakes, and be open to receive constructive criticism and advice. They will do nothing out of selfish ambition, but in humility will consider others better than themselves (Phil 2:3). They will be prepared to suffer for the sake of Christ, knowing that "we must go through many hardships to enter the kingdom of God" (Acts 14:22).

**4) They will be effective communicators of the Gospel.** Graduates will know the Gospel and will be eager and able to communicate the Gospel, especially in word, but also through writing and other media, in ways that are culturally sensitive and intelligible to others. They will have compassionate hearts, listening empathetically to people in their particular contexts. They will be ready to preach the Word at any time with patience and care (2 Tim 4:2), trying to persuade people to believe the Gospel and to become followers of Jesus (2 Cor 5:11).

**5) They will have a great commitment to God's mission.** Graduates will be aware of the needs and opportunities of local and global mission. They will endeavour to see the coming of God's kingdom in every sphere of life, strive for justice for the poor and work towards community transformation. They will be passionately committed to and will be active in working towards the fulfilment of the Great Commission, to make disciples of all nations (Matt 28:18-20).

**6) They will be committed to team ministry and servant leadership.** Graduates will be committed to the local church as the family of God and as their context for ministry and base for mission (Heb 10:24-25). They will work enthusiastically and cooperatively with others in ministry teams. They will be open to Christians across various evangelical denominations and churches (Luke 9:49-50). As leaders they will be disciple-makers, following the Lord Jesus in serving, leading by example, and training and mentoring other leaders (Mark 10:43-45).

**7) They will be competent in basic ministry skills.** Graduates will be competent in basic ministry skills, including preaching, teaching, leading and caring for people. They will use their gifts to implement constructive change in the church and community (1 Tim 4:6-16). They will be culturally attuned and flexible in dealing with a range of issues (1 Cor 9:19-23). They will embrace accountability and maintain professional standards in various contexts. They will be "salt and light" in the world (Matt 5:13-14) and be able to "prepare God's people for works of service, so that the body of Christ may be built up" (Eph 4:12).

**8) They will be committed to life-long learning and personal growth.** Graduates will be proactive in expanding their knowledge and abilities. They will be open to new challenges, be willing to face unfamiliar problems and accept wider responsibilities. They will continue to grow in faith, knowledge and maturity, "forgetting what is behind and pressing ... toward the goal for the prize of the upward call of God in Christ Jesus" (Phil 3:13-14).