

## University of the West of Scotland

### Module Descriptor

**Session: 2024/25**

<b>Title of Module: Church History Turning Points L8</b>			
<b>Code: THEO08011</b>	<b>SCQF Level: 8 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	I Birch		
<b>Summary of Module</b>			
<p>This module familiarises students with key 'turning points' in the history and development of the Christian Church. Three particular 'turning points' make up the course:</p> <ol style="list-style-type: none"> <li>1. The Road to Nicaea and Chalcedon: the narrative and social development of the early Christian movement and development of ideas about God, Jesus and Salvation, including a survey of significant personalities and events, and the Christological legacy of the great ecumenical councils of Nicaea and Chalcedon.</li> <li>2. The Road to Wittenburg and the European Reformations; includes an examination of medieval Christianity, 'pre-reformation' reform and Catholic Reform. The dominance of ideas and personalities, the significance of geography, and the impact of the European Reformations on subsequent history of the Church provides an entry into examination of several major traditions.</li> <li>3. The Road to revival: the Evangelical Revival in the 18th century, including why the Evangelical Revival happened at all, study of the thought of selected founding fathers of Evangelicalism against the background of historical context and the legacy in later diversity of global Evangelicalism.</li> </ol> <p>Through such study students will be introduced to issues of historical and critical study and the importance of history as a source of intellectual perspective. Basic elements of historical awareness to which students will be introduced are clarification through historical perspective, living with the impossibility of 'objective' history, exploring the narrative context of events, personalities and ideas, accepting critically the inevitability of 'subjective' history, and the value of recreating the social context of events, personalities and ideas.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

<b>Term(s) for Module Delivery</b>					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

<b>Learning Outcomes: (maximum of 5 statements)</b> <b>These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.</b> At the end of this module the student will be able to:	
L1	Demonstrate a detailed knowledge of the key historical developments of the Christian tradition and the major changes in the conception and intellectual expression of Christian Doctrine throughout the history of the Church.
L2	Demonstrate detailed knowledge and understanding, providing narrative context and with some critical comment, of the major historical events, theological issues and key personalities of several turning points in the history of the Christian Church.
L3	Demonstrate a discerning understanding of the significance of historical context and perspective, including the wider social and intellectual world, of one selected period from the course contents.
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level <b>8</b>  Historical awareness as an essential intellectual perspective, demonstrated in a detailed knowledge of particular movements and their historical significance.

	Discovering the historical context of events and using this information as an interpretive tool in evaluating historical significance and influence..	
Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>8</b> Historical research enabling informed and nuanced judgment of historical events and movements, their causes and consequences.</p> <p>Identifying significant and relevant historical material through close reading of secondary literature, and using this argument and interpretation.</p>	
Generic Cognitive skills	<p>SCQF Level <b>8</b></p> <p>Critical analysis of historical events and intellectual developments, enabling connections to be made between historical context and ideas.</p> <p>Respectful encounter and some historical understanding of traditions other than their own.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>8</b></p> <p>Use a range of standard applications to identify, retrieve, organize and present data in the context of historical enquiry.</p> <p>Present in a group situation, relevant, organized and evaluated material that facilitates discussion and group learning.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level <b>8</b></p> <p>Leading discussion by guiding and resourcing a group in exploring the historical and theological significance of events and ideas.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

### Learning and Teaching

**In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.**

<b>Learning Activities</b> During completion of this module, the learning activities	<b>Student Learning Hours</b> (Normally totalling 200)
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undertaken to achieve the module learning outcomes are stated below:	hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	18
Tutorial/Synchronous Support Activity	18
Asynchronous Class Activity	24
Independent Study	140
	200 Hours Total

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Course set Text Book: Noll, Mark, Turning Points: Decisive Moments in the History of Christianity (Grand Rapids: Baker, 2001).

Bebbington, D. W., Evangelicalism in Modern Britain: A History from the 1730s to the 1980s. (Grand Rapids: Baker Book House, 1992)

Chadwick, O (ed.), The Penguin History of the Church (7 volumes) (London: Penguin 1993)

Cross, F. L. (ed.), Livingstone, E. A., Oxford Dictionary of the Christian Church (3rd ed.) (Oxford:OUP 2008)

Dowley, I (ed.), Introduction to the History Of Christianity (2nd ed) (Oxford:Fortress Press 2013)

Hilderbrand, Hans, The Division of Christendom: Christianity in the Sixteenth Century (Lionsville:JKP 2007)

Hilderbrand, Hans (ed.), Oxford Encyclopaedia of the Reformation (4 volumes) (Oxford:OUP 1996)

Lynch, Joseph, The Medieval Church: A Brief History (Abingdon: Routledge 2013)

McGrath, A. E., Historical Theology (2nd ed.) (Oxford: Blackwell 2013)

McGrath, A. E., Christian History (Oxford: Blackwell 2013)

Mitchell, M.M. and Young, F.M. (eds.) The Cambridge History of Christianity (9 Volumes) (Cambridge: CUP 2005-2009)

Noll, Mark, The Rise of Evangelicalism (Leicester: IVP, 2004)

Wilken, Robert L., *The Spirit of Early Christian Thought: Seeking the Face of God* (New Haven: Yale University Press, 2003)

(\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

### **Attendance and Engagement Requirements**

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

### **Equality and Diversity**

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

As a Christian theological college, students should be aware that teaching, discussion and the college's ethos is from a confessional viewpoint. The college actively encourages an environment of openness and religious tolerance, but the main function of the college is the training of ministerial candidates and the learning environment will be supportive of this.

Where students need additional support, this is provided by the college team with reference if appropriate to other UWS colleagues, they are referred to Student Support Services for further assistance. In consultation with the student, the needs of individual students are met, wherever practicable, and every effort made to ensure individual students are not disadvantaged.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

## **Supplemental Information**

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Divinity
<b>Moderator</b>	L Toth
<b>External Examiner</b>	C Gardiner
<b>Accreditation Details</b>	None
<b>Changes/Version Number</b>	3.05 Mode of delivery

**Assessment: (also refer to Assessment Outcomes Grids below)**

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

**NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc ) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1: Essay 60%

Assessment 2: Portfolio 40%

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>					
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Essay	✓	✓	✓	60	0

<b>Component 2</b>					
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Portfolio of written work	✓	✓		40	0

<b>Combined Total for All Components</b>				<b>100%</b>	<b>0 hours</b>
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