








5.00 credits

30.0 h

Q1

**This biannual learning is being organized in 2022-2023**

|                             |   |
|-----------------------------|---|
| Teacher(s)                  | Gay Jean-Pascal ;   |
| Language :                  | French  |
| Place of the course         | Louvain-la-Neuve  |
| Learning outcomes           | <p><b>At the end of this learning unit, the student is able to :</b></p> <p>At the end of the course, the student will be able:</p> <ul style="list-style-type: none"> <li>· to locate the chronology of the history of Christianity in the modern era;</li> <li>· to identify the major issues of the religious history of the period;</li> <li>1 · to know the main paradigms of interpretations;</li> <li>· to initiate reflection on the importance of the doctrinal fact in religious history;</li> <li>· to use the historian's work instruments profitably;</li> <li>· to comment on a historical document on the history of modern Christianity.</li> </ul>   |
| Teaching methods            | <p>The course will operate on the principle of the inverted class on the basis of a syllabus for the first 10 sessions of knowledge acquisition.</p> <p>In 2022-23 only the first weeks will deal with a reduced syllabus.</p>  |
| Content                     | <p>The course alternates a sequence of knowledge acquisition and a sequence of implementation of the knowledge gained from the study of cross-cutting issues. The sequence of acquisition of knowledge is organized into two chronological subsequences (1. of late medieval Christianity in the mid 17th century; 2. from the confessional age to revolutionary Europe). The sessions in this framework are thematic and related to the major issues that cross the history of Christianity and especially of the Catholic Church on each of these periods.</p> <p>The sequence of knowledge implementation examines both the religious dynamics at local level in Belgium and the dynamics at work on a more general scale (churches and globalization). In these sessions, the work is mainly based on documentary studies.</p> <p>Attention in 2022-2023, as part of a pedagogical project, this course is a Reacting to the Past course. The sequence of knowledge acquisition will cover the periods of the 16th and 17th centuries. The second sequence of the course will consist of a role-playing game around the religious reform in England. For more information on the RTTP method of teaching, see: <a href="https://reacting.barnard.edu">https://reacting.barnard.edu</a>.</p> |
| Bibliography                |   |
| Faculty or entity in charge | TEBI  |

| <b>Programmes containing this learning unit (UE)</b>                 |                         |         |              |   |
|--|-------------------------|---------|--------------|---|
| Program title  | Acronym                 | Credits | Prerequisite | Learning outcomes   |
| Minor in Sciences of Religions (discipline to complement the major)  | <a href="#">MINSREL</a> | 5       |              |  |
| Master [120] in History of Art and Archaeology: Musicology           | <a href="#">MUSI2M</a>  | 5       |              |  |
| Minor in Christian Theology  | <a href="#">MINTHEO</a> | 5       |              |  |
| Minor in Sciences of Religions (openness)                            | <a href="#">MINRELI</a> | 5       |              |  |
| Bachelor in religious studies  | <a href="#">RELI1BA</a> | 5       |              |  |
| Bachelor in History  | <a href="#">HIST1BA</a> | 5       |              |  |
| Minor "Decentering History: Subalternities and postcolonial Studies" | <a href="#">MINDHIS</a> | 5       |              |  |