



Queensland
Theological College



CH306D/506D

The Reformation

Online Learning Mode

Unit Outline

About this Unit Outline

This unit outline contains information essential to finding your way around the unit **The Reformation Online**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 2 2018

Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at www.acttheology.edu.au

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT's website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **"Guidelines for Essays in Coursework Units"** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

Information about this unit

Unit description

The unit *The Reformation* involves an in-depth study of the political, economic and social setting of the Protestant Reformation of the Sixteenth Century with particular reference to developments in Germany, Switzerland, England & Scotland. It also devotes significant attention to the "Catholic Reformation" (also known as the "Counter-Reformation") of the same period. Some of the major personalities of the Reformation such as Luther, Zwingli, Calvin and Cranmer are studied in detail, together with how their lives and writings impacted on history. Brief consideration is also given to the Radical Reformation and the Anabaptists, and the lessons to be learned from those movements.

Learning Outcomes

CH306D Learning Outcomes

On successful completion of the unit, students will:

Know and understand

- The major phases and developments of the Reformation identified in the unit content
- The life and thought of selected key figures of Reformation Christianity

Be able to:

- Discuss the impact of the social, political, religious and cultural context on Christian beliefs, practices and movements
- Evaluate historical evidence using primary and secondary sources
- Present an evidence-based perspective or narrative in relation to the historical and theological developments of the Reformation

Be in a position to:

- Inform their theological studies with perspectives from the Reformation
- Apply perspectives from the Reformation to current issues in ministry and the contemporary world

CH506D Learning Outcomes

On successful completion of the unit, students will:

Know and understand

- The major phases and developments of the Reformation identified in the unit content
- The life and thought of selected key figures of Reformation Christianity
- Interpretations of the Reformation

Be able to:

- Discuss the impact of the social, political, religious and cultural context on Christian beliefs, practices and movements
- Evaluate historical evidence using primary and secondary sources

- Present an analytical evidence-based perspective or narrative in relation to the historical and theological developments of the Reformation
- Discuss historiographical interpretations of the Reformation

Be in a position to:

- Inform their theological studies with perspectives from the Reformation
- Apply perspectives from the Reformation to current issues in ministry and the contemporary world
- Evaluate interpretations of the history and theology of Christianity in the Reformation period

How this Unit Contributes to the Course

Study of the Reformation period is of central importance for Protestants from Reformed and other churches today. Firstly, it helps us to understand why we are in fact Protestant rather than Roman Catholic, and what it means to be part of a Protestant church and denomination. Secondly, it sharpens our thinking on certain key doctrines and important church practices and ministry issues that were thought and fought over in the Sixteenth Century. Thirdly, the historical context of the Reformation is that very period when the modern age was dawning – reflecting upon how Christians of the time responded to new intellectual, cultural, economic and political phenomena which have shaped Western Civilization ever since can therefore be of help to us as we seek to live faithfully in our own time.

It is intended that students be able to grasp how church history and historical theology can be a useful tool in helping us to understand how God's people can live and think as Christians in the midst of a changing world – a world where social, economic and cultural factors interact constantly with our attempts at biblical study, theological formulation and faithful ministry. By examining how selected well-known Christian individuals, churches and movements sought to live as faithful Christians at a time of rapid change and serious challenges for the gospel, it is intended that we can gain greater insight into how we might do the same today. The study of the events and personalities of this period has encouraged many modern Christians.

Pre-requisites and Co-requisites

As this unit is being taught at foundation level (300/500 level), there are no prerequisite requirements. Students who have completed a 400 or 600 level Reformation unit at another ACT college (CH424/624 or CH422/622) are not eligible to enrol in this unit.

How this unit is organized & what we expect of you

CH305D/506D is taught as a weekly unit across a full Semester.

This unit is delivered in online mode, and organised in terms of learning activities for you to undertake each week.

Every week we will look at 1-2 topics relating to the Reformation, with learning each week involving a combination of reading notes provided by the lecturer, listening to audio material from the lecturer, short readings from relevant books and articles, and short non-assessed exercises to get you thinking about and applying the material learnt.

Audio recordings and reading notes will normally be provided to you in brief sections, to help your learning to be more varied and enjoyable.

During most weeks of the course you will also participate briefly in discussion on the online forum for the unit, as indicated in the assessment section of this unit outline: further details on what is expected regarding online forum contributions will be provided in Week 1 of the Semester.

The unit will also involve the completion of three assessments. These are designed not only to assess your learning, but also to help you to deepen your understanding of the history and theology of the Reformation period.

This unit is worth 4 credit points towards your degree. A 4 credit point unit is considered to require an average total time commitment of 8 - 9 hours per week. Please contact the lecturer as a matter of urgency if you find that you are regularly needing to spend significantly more time than this on CH306D/506D.

Teaching staff

UNIT CO-ORDINATOR

Dr Mark Baddeley

Email: mbaddeley@qtc.edu.au

Please feel free to contact Mark if you have any questions or concerns about the unit. Mark will be moderating the student discussion forums and marking your assessments.

This unit was previously taught online by QTC Vice-Principal and Academic Dean, Dr Andrew Bain, and much of the weekly content supplied to you for this unit has been developed by him.

Other Key Contacts

Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

P 07 3062 6939, option 2

E registrar@qtc.edu.au

Moodle functions and queries

Contact the Registrar or the Assistant Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

P 07 3062 6939, option 2

E registrar@qtc.edu.au

Library/Resources

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, to request a chapter of a book or article emailed to you, to request a book posted to you, and for help with how to renew a book for longer or place a hold on a book currently out to another person.

P 07 3062 6939, option 3

E library@qtc.edu.au

Unit timetable: topics & teaching and learning activities

Subject to adjustment

	TOPIC	READINGS
WEEK 1	<ol style="list-style-type: none"> 1. Getting Started With the Reformation 2. Writing Church History Assignments 3. Medieval Politicians and Popes 	<p>Lindberg Ch 1</p> <p>Lindberg Ch 2</p>
WEEK 2	<ol style="list-style-type: none"> 1. Medieval Theology – Part 1 2. Medieval Theology – Part 2 3. CH Resources (Annette McGrath, Librarian) 	<p>Lindberg Ch 2</p> <p>Bagchi & Steinmetz, Ch 1 (Chapter by Janz)</p>
WEEK 3	<ol style="list-style-type: none"> 1. Renaissance Humanism / Social & Economic Background to the Reformation 2. Introducing Martin Luther 3. Reading Luther (see Luther docs on Moodle) 	<p>Lindberg Ch 2</p> <p>Lindberg Ch 3</p>
WEEK 4	<ol style="list-style-type: none"> 1. Luther Part 2 – From Questioner to Reformer 2. Luther Part 3 – Establishing the Reformation 3. Catching Our Breath... 	<p>Lindberg Ch 3</p> <p>Lindberg Ch 4</p>
13-19 August ESSAY WRITING WEEK – No lectures		
WEEK 5	<ol style="list-style-type: none"> 1. Zwingli / Early Swiss Reformation 2. Radical Reformation / Anabaptists Part 1 3. Radical Reformation / Anabaptists Part 2 	<p>Lindberg Ch 7</p> <p>Lindberg Ch 8</p>
WEEK 6	<ol style="list-style-type: none"> 1. Calvin & Geneva Part 1 2. Calvin & Geneva Part 2 3. Calvin's Writings 	<p>Lindberg Ch 10</p> <p>McKim, CC to Calvin, Ch 3</p>
WEEK 7	<ol style="list-style-type: none"> 1. Calvin's Theology 2. Reformation in England - Background 3. Reformation in England Phase 1: Henry VIII 	<p>Bagchi & Steinmetz, Ch 10</p> <p>Lindberg Ch 13</p>
WEEK 8	<ol style="list-style-type: none"> 1. Reformation in England Phase 2: Edward & Mary 2. Reformation in England, Phase 3: Elizabeth I 3. Elizabethan Anglicanism 	<p>Lindberg Ch 13</p>

WEEK 9	<ol style="list-style-type: none"> 1. Cranmer's Work 2. England 1600-1660 	Hefling and Shattuck eds. Oxford Guide to the Book of Common Prayer a worldwide survey. p21-38
WEEK 10	<ol style="list-style-type: none"> 1. Scotland: Background & Beginnings 2. Scotland Reformed 3. France 	<p>Lindberg Ch 13</p> <p>Lindberg Ch 11</p>
WEEK 11	<ol style="list-style-type: none"> 1. Catholic Reformation 1 2. Catholic Reformation 2 3. The Netherlands 	<p>Lindberg Ch 14</p> <p>Lindberg Ch 12</p>
WEEK 12	<ol style="list-style-type: none"> 1. Lutheranism After Luther 2. Calvinism after Calvin 3. Later Reformed Theology 	<p>McKim, CC to Luther, Ch 14 (Hillerbrand's chapter)</p> <p>McKim, CC to Calvin, Ch 13 (Trueman's Chapter)</p>
WEEK 13	<ol style="list-style-type: none"> 1. Who is Where? – The Wash-Up Part 1 2. Who is Where? – The Wash-Up Part 2 	

CH306D Assessments

Assessments are submitted online via Moodle

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the ACT Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your assessment pieces must be within 10% of the prescribed word limit. Assessment pieces that are more than 10% longer than the prescribed word limit will be returned to students for reduction in length and resubmission. A Late Penalty of 3% per day will apply, commencing on the day that the assessment piece is returned to you for correction.

ASSESSMENT TASK	DESCRIPTION
<p>Primary Document Assignment 1 800 words</p> <p>Due Friday 21 Sept 2018 20% of final grade</p>	<p>According to John Calvin in his <i>Institutes</i> Book 1, Chapters 6-9, what are the key things that Christians should believe regarding Scripture?</p>
<p>Primary Document Assignment 2 800 words</p> <p>Due Friday 26 Oct 2018 20% of final grade</p>	<p>In the <i>Form of Ordering Priests</i> in the 1552 <i>Book of Common Prayer</i>, how is the role or office of "priest" understood, and in what ways do you think the authors sought to distinguish their understanding from a pre-Reformation approach?</p>
<p>Take-Home Exam:</p> <p>2500 words</p> <p>Due Monday 12 Nov 2018</p> <p>50% of final grade</p>	<p>The exam will have six compulsory questions in total (i.e. students will be required to answer all six questions), arranged into two sections.</p> <p>Section A will comprise four compulsory short-response questions requiring answers of approximately 200 words each. Each question in Section A will be worth 10% of the total marks within the take-home exam (i.e. 6% of the total marks for the unit).</p> <p>Section B will comprise two compulsory longer-response questions which will require answers of approximately 850 words each. Each question in Section B will be worth 30% of the total marks within the take-home exam (i.e. 18% of the total marks for the unit).</p> <p>The Take-Home Exam questions will be supplied to students via QTC Moodle seven days before the due date.</p>

<p>Online Forum Interaction</p> <p>10% of final grade</p>	<p>10 weeks of forum participation in total will be assessable. No forum contributions are required or assessed in Week 1 or in the weeks when the two primary document assignments are due, i.e. students will be assessed based on their contribution to the forum over the remaining ten weeks of Semester.</p> <p>In line with ACT attendance requirements, students must contribute for at least eight out of these ten weeks, otherwise they will receive a mark of zero out of ten.</p> <p>Students will be graded based on the quality of their contributions to the forum, including how well they engage with the contributions of other students. On two occasions during the Semester, students will be asked to upload a brief 150-word summary of one or more key ideas of their own choice from the week's topic, with the lecturer allocating students to weeks for this task at the end of Week 1. When not scheduled to provide a summary, each student on other weeks shall respond briefly to the summaries uploaded by other students to the forum.</p> <p>A student who does not contribute on at least four out of ten weeks will be deemed not to have attempted this assessment, and will fail the entire unit CH306D, since ACT policies require that students must submit all assessments to be eligible for credit for a unit.</p>
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CH506D Assessments

Assessments are submitted online via Moodle

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the ACT Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your assessment pieces must be within 10% of the prescribed word limit. Assessment pieces that are more than 10% longer than the prescribed word limit will be returned to students for reduction in length and resubmission. A Late Penalty of 3% per day will apply, commencing on the day that the assessment piece is returned to you for correction.

ASSESSMENT TASK	DESCRIPTION
<p>Primary Document Assignment 1 1000 words</p> <p>Due Friday 21 Sept 2018 20% of final grade</p>	<p>How does Calvin understand the doctrine of Justification in his <i>Institutes</i> Book 3, Chapters 11-18, and how does he regard his understanding as differing from that of those he calls "Papists"?</p>
<p>Primary Document Assignment 2 1000 words</p> <p>Due Friday 26 Oct 2018 20% of final grade</p>	<p>Reading <i>The Order for the Administration of the Lord's Supper or Holy Communion</i> within the 1552 <i>Book of Common Prayer</i>, what do you think were the main theological beliefs which the authors sought to communicate to people in English congregations at the time? In what ways do they differentiate their presentation of the sacrament from that of the Papacy?</p>
<p>Take-Home Exam: 3000 words</p> <p>Due Monday 12 Nov 2018 50% of final grade</p>	<p>The exam will have six compulsory questions in total (i.e. students will be required to answer all six questions), arranged into two sections.</p> <p>Section A will comprise three compulsory short-response questions requiring answers of approximately 200 words each. Each question in Section A will be worth 8.33% of the total marks within the take-home exam (i.e. 5% of the total marks for the unit).</p> <p>Section B will comprise three compulsory longer-response questions which will require answers of approximately 800 words each. Each question in Section B will be worth 25% of the total marks within the take-home exam (i.e. 15% of the total marks for the unit).</p> <p>The Take-Home Exam questions will be supplied to students via QTC Moodle seven days before the due date.</p>

<p>Online Forum Interaction</p> <p>10% of final grade</p>	<p>10 weeks of forum participation in total will be assessable. No forum contributions are required or assessed in Week 1 or in the weeks when the two primary document assignments are due, i.e. students will be assessed based on their contribution to the forum over the remaining ten weeks of Semester.</p> <p>In line with ACT attendance requirements, students must contribute for at least eight out of these ten weeks, otherwise they will receive a mark of zero out of ten.</p> <p>Students will be graded based on the quality of their contributions to the forum, including how well they engage with the contributions of other students. On two occasions during the Semester, students will be asked to upload a brief 150-word summary of one or more key ideas of their own choice from the week's topic, with the lecturer allocating students to weeks for this task at the end of Week 1. When not scheduled to provide a summary, each student on other weeks shall respond briefly to the summaries uploaded by other students to the forum.</p> <p>A student who does not contribute on at least four out of ten weeks will be deemed not to have attempted this assessment, and will fail the entire unit CH306D, since ACT policies require that students must submit all assessments to be eligible for credit for a unit.</p>
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Guide to Assessments

Regarding the first two assessments, the *Primary Document Studies* (1 & 2), your main focus should be on what the Reformation-period authors wrote, rather than on what scholars have written more recently about those documents. The main aim of these exercises is to encourage you to read and understand two key documents of the Reformation period on some important topics. It is therefore *not* expected that you will consult a large number of resources beyond the primary documents.

You will be marked primarily on how well you have understood and analysed the set primary documents. Strong engagement with a small number of other scholars may improve your mark a little (and should be included in papers awarded grades of B+ or higher), but your primary focus should be very much on Calvin's Institutes and the Prayer Book documents themselves.

Your essay should show that you have accurately understood Calvin's / the Prayer Book's thinking on the matter referred to in the question, and that you have followed the logic of their approach. You should take care to make sure that within the documents referred to by the question, you focus on what the question asks you to write about (in the same sections, the documents also write about some other matters: you need to avoid becoming preoccupied with these matters which don't relate directly to the question). You will need to work out which sections of the documents that the question refers to are most relevant to your answer, and in your assignment give the greatest amount of time to these sections. You should show some awareness of the historical context in which the documents were written about the matters they address. However this should not dominate your essay and you should not write heaps about this, but instead focus on what the documents actually say (and how they say it) in relation to the question set.

Students should note that reading Calvin, especially for the first time, may take some time, especially the selections set for the graduate-level (Masters degree) assignment. It is therefore important to start your reading well ahead of the due date.

The Take-Home exam is quite a different kind of exercise from the two Primary Document Studies. The take-home is about *breadth* of knowledge and understanding, rather than depth. You only have a small number of words with which to answer each question, and so you should not waste words going into highly specific details, or into any matters which are only indirectly related to the question.

Your main aim in each of your take-home exam answers should be to summarize briefly the major important points in relation to the question set, in a way that directly answers the question. The take-home exam is not seen primarily as a research exercise, and so you are not expected to do a large amount of reading for it. You should answer the questions set from what you have learnt in lectures, from the textbook (Lindberg), and from a small number of additional resources relevant to the set topics. If you do use resources beyond the lectures and the textbook well, this will contribute to your mark – but the main thing you will be marked on will be your ability to clearly and accurately give a short answer to the

question. This should be an answer which argues a case rather than just lists off or describes relevant facts and details. All direct quotations in your answers from books and articles should be footnoted, but there is no need to footnote the lectures.

Learning Resources

Textbooks (students must buy their own copies and can be purchased through QTC – see the QTC Textbook List on Moodle):

Lindberg, C. *The European Reformations*, 2nd edition. Oxford: Blackwell, 2009.

Calvin, J. *Institutes of the Christian Religion* (trans. F.L. Battles, ed. J.T. McNeill). Louisville, KY: Westminster John Knox, 1960.

A key reference text to access in all of your Church History units is

Cross, F.L. and E.A. Livingstone, eds. *Dictionary of the Christian Church*. 3rd ed. 1 vol. Peabody, MA: Hendricksen, 1997. This Dictionary has good quality short articles on significant movements & people in all periods, often with a good starter-bibliography as well.

Other Key Reference Texts

You do not need to buy any of these. Most are listed here as key works that relate to various essay topics or to the most important figures and movements of the time, or which are other important books that can help you with understanding the period in general.

1. General

(See also for primary documents: *The Digital Library of Classic Protestant Texts* – database available through the QTC Library).

Bagchi, D and D. C. Steinmetz, eds. *The Cambridge Companion to Reformation Theology*. Cambridge: Cambridge University Press, 2004.

Brady, T. A. Jr. *German Histories in the Age of Reformations, 1400-1650*. Cambridge: Cambridge University Press, 2009.

Cameron, E. *The European Reformation*, 2nd edition. Oxford University Press, 2012.

Heinze, R. W. *Reform & Conflict*. Vol. 4 of *The Monarch History of the Church*. Oxford: Monarch; Grand Rapids, MI: Baker, 2006.

Hillerbrand, H. H. *The Division of Christendom: Christianity in the Sixteenth Century*. Louisville, Ky.: Westminster John Knox Press, 2007.

Ives, Eric. *The Reformation Experience: Life in a Time of Change*. Oxford: Lion Hudson, 2012.

Janz, D. R. ed. *A Reformation Reader*. Minneapolis, MN: Fortress Press, 1999.

Lindberg, C. ed. *The European Reformations Sourcebook*. Oxford: Blackwell, 2000.

MacCulloch, D. *Reformation: Europe's House Divided*. London: Allen Lane / Penguin, 2003.

McEvedy, C. *The Penguin Atlas of Modern History*. London: Penguin, 1986.

McGrath, A. E. *The Intellectual Origins of the European Reformation*. Oxford: Blackwell, 1987.

McGrath, A. E. *Reformation Thought: An Introduction*. 3rd edition. Oxford: Blackwell, 1999.

Ozment, S. *Reformation Europe*. New Haven: Yale University Press, 1981.

Payton, J. R. *Getting the Reformation Wrong: Correcting Some Misunderstandings*. Downer's Grove, IL: IVP, 2010.

Thompson, M., Bale, C., and Loane, E., eds. *Celebrating the Reformation: Its Continuing Legacy and Relevance*. London: Inter-Varsity Press, 2017.

2. Medieval Background

Frank, I. W. *A History of the Mediaeval Church*. English edition. London: SCM, 1995.

Evans, G. R. *The Medieval Theologians: An Introduction to Theology in the Medieval Period*. Cambridge: Cambridge University Press, 2000.

Lambert, M. *Medieval Heresy: Popular Movements from the Gregorian Reform to the Reformation*. 3rd edition. Oxford: Wiley-Blackwell, 2002.

Nieuwenhove, R. van. *An Introduction to Medieval Theology*. Cambridge: Cambridge University Press, 2012.

Ozment, S. *The Age of Reform, 1250-1550*. New Haven: Yale University Press, 1981.

Rosenwein, B. H. and S. Farmer, eds. *Monks & Nuns, Saints & Outcasts: Religion in Medieval Society*. Ithaca, N.Y.: Cornell, 2000.

See also: the *Digital Library of the Catholic Reformation*, available through QTC Library.

3. Luther

Brecht, M. *Martin Luther* (3 vols). Minneapolis: Fortress Press, 1981, 1990, 1993.

Luther, M. *Basic Theological Writings*. ed. T. F. Lull. Minneapolis, MN: Augsburg Fortress, 1989.

Luther, M. *Selections from His Writings*. ed. Dillenberger. New York: Random House, 1961.

Luther, M. *The Bondage of the Will*. trans. J. I. Packer & O. R. Johnston. Peabody, MA: Hendrickson, 2008.

Marty, M. *Martin Luther*. New York: Penguin, 2004.

McKim, D. K. ed. *The Cambridge Companion to Martin Luther*. Cambridge: Cambridge University Press, 2003.

Oberman, H. A. *Luther: Man Between God & the Devil*. New Haven, CT: Yale University Press, 1989.

Steinmetz, D. C. *Luther in Context*. 2nd ed. Grand Rapids, MI: Baker, 2002.

4. English Reformation, Cranmer

Ayris, P. and D. Selwyn. *Thomas Cranmer: Churchman & Scholar*. Woodbridge: Boydell, 1999.

Dickens, A.G. *The English Reformation* 2nd ed. University Park, PA.: Pennsylvania State University Press, 1989.

Haigh, C. *English Reformations: Religion, Politics & Society under the Tudors*. Oxford: Oxford University Press, 1993.

Heal, F. *The Reformation in Britain & Ireland*. Oxford: Oxford University Press, 2005.

MacCulloch, D. *The Later Reformation in England, 1547-1603*. 2nd ed. London: Palgrave MacMillan, 2001.

MacCulloch, D. *Thomas Cranmer*. New Haven: Yale University Press, 1996.

MacCulloch, D. *Tudor Church Militant: Edward VI & the Protestant Reformation*. London: Penguin, 1999.

Marshall, Peter. *Reformation England, 1480-1642*. 2nd ed. Reading history. London: Bloomsbury Academic, 2012.

Null, A. *Thomas Cranmer's Doctrine of Repentance: Renewing the Power to Love*. Oxford: Oxford University Press, 2007.

Shagan, E. H. *Popular Politics & the English Reformation*. Cambridge: Cambridge University Press, 2002.

5. Elizabethan Settlement

Coffey, J. and P. C. H. Lim. *The Cambridge Companion to Puritanism*. Cambridge: Cambridge University Press, 2008.

Collinson, P. *Elizabethans*. 2nd ed. London & New York: Hambledon Continuum, 2003.

MacCulloch, D. *The Later Reformation in England, 1547-1603*. 2nd ed. Basingstoke: Palgrave MacMillan, 2001.

Duffy, E. *The Stripping of the Altars: Traditional Religion in England, c 1400-1580*. New Haven, CT: Yale University Press, 2005.

Lake, P. *Moderate Puritans & the Elizabethan Church*. Cambridge: Cambridge University Press, 2004.

6. Zwingli & Bullinger

Bromiley, G. W. ed. *Zwingli & Bullinger: Selected Translations with Introductions & Notes*, Library of Christian Classics. Louisville, KY.: Westminster John Knox, 1953.

Gabler, U. *Huldrych Zwingli: His Life & Work*. Edinburgh: T&T Clark, 1986.

Gordon, B. and E. Campi. eds. *Architect of Reformation: An Introduction to Heinrich Bullinger*. Grand Rapids, MI: Eerdmans, 2004.

Jackson, S. M., ed. *Ulrich Zwingli: Early Writings*. New York: Labyrinth, 1987.

Pipkin, H. W. and E. J. Furcha, eds. *Prophet, Pastor, Protestant: The Work of Huldrych Zwingli After Five Hundred Years*. Allison Park, PA.: Pickwick, 1984.

Potter, G. R. *Zwingli*. Cambridge: Cambridge University Press, 1984.

Stephens, W.P. *The Theology of Huldrych Zwingli*. Oxford: Oxford University Press, 1988.

Stephens, W.P. *Zwingli: An Introduction to His Thought*. Oxford: Oxford University Press, 1992.

7. Calvin

Calvin, J. *Theological Treatises*. ed. J.K.S. Reid. London: SCM Press, 1954.

Hall, D. W. and P. A. Lillback, eds. *A Theological Guide to Calvin's Institutes: Essays & Analysis*. Phillipsburg, N.J.: P&R, 2008.

Helm, P. *John Calvin's Ideas*. Oxford: Oxford University Press, 2004.

McKim, D. K., ed. *The Cambridge Companion to John Calvin*. Cambridge: Cambridge University Press, 2004.

Selderhuis, H. J. ed. *The Calvin Handbook*. English edition. Grand Rapids, MI: Eerdmans, 2009.

8. Bucer, Bullinger, Melancthon & Knox

Bromiley, G. W., ed. *Zwingli & Bullinger: Selected Translations with Introductions & Notes*. Library of Christian Classics. Louisville, KY.: Westminster John Knox, 1953.

Gordon, B. & E. Campi, eds. *Architect of Reformation: An Introduction to Heinrich Bullinger*. Grand Rapids, MI: Eerdmans, 2004.

Greschat, M. *Martin Bucer: A Reformer & His Times*. Louisville, KY.: Westminster John Knox, 2004.

Kyle, R. G. & Johnson, D. W. *John Knox: An Introduction to His Life & Works*. Eugene, OR: Wipf & Stock, 2009.

Maag, K. *Melancthon in Europe: His Work & Influence Beyond Wittenberg*. Grand Rapids, MI: Baker; Carlisle: Paternoster, 1999.

Marshall, R. K. *John Knox*. Edinburgh: Birlinn, 2008.

McCoy, C. and J. W. Baker. *Fountainhead of Federalism: Heinrich Bullinger & the Covenantal Tradition*. Louisville, KY: Westminster John Knox, 1991.

Pauck, W. ed. *Melancthon & Bucer*. Louisville, KY: Westminster John Knox, 1969. (selections from their writings).

Wright, D. F. ed. *Martin Bucer: Reforming Church & Community*. Cambridge: Cambridge University Press, 1994.

9. Scottish Reformation, Presbyterianism & Knox

Donaldson, G. *The Scottish Reformation*. Cambridge: Cambridge University Press, 2008.

Kirk, J. *Patterns of Reform: Continuity & Change in the Reformation Kirk*. Edinburgh: T&T Clark, 2000.

Kyle, R. G. and D. W. Johnson. *John Knox: An Introduction to His Life & Works*. Eugene, OR: Wipf & Stock, 2009.

Marshall, R. K. *John Knox*. Edinburgh: Birlinn, 2008.

Todd, M. *The Culture of Protestantism in Early Modern Scotland*. New Haven, CT: Yale University Press, 2002.

10. The Radical Reformation / Anabaptists

Estep, W. R. *The Anabaptist Story*. Grand Rapids: Eerdmans Publishing Company, MI: 1975.

Goertz, H.-J., ed. *Profiles of the Radical Reformers: Biographical Sketches from Thomas Muntzer to Paracelsus*. Scottdale, PA: Herald, 1982.

Horst, I. B. *The Radical Brethren: Anabaptism and the English Reformation to 1558*. Nieuwkoop: De Graaf, 1972.

Klaasen, W. ed. *Anabaptism in Outline: Selected Primary Sources*. Scottdale, PA: Herald, 1981.

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ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4