



Queensland
Theological College



CH306/506

The Reformation

Unit Outline

About this Unit Outline

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

SEMESTER 2 2019

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.actheology.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 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

CH306 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

CH506 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 this unit at 400 or 600 level at another ACT college cannot also gain credit for it at 300/500 level at QTC.

How this unit is organized & what we expect of you

In Semester 2, 2019, **CH306/506 *The Reformation*** will be taught every week on **Tuesday 2.25pm - 4.15pm**, and every week on **Thursday 10.45am - 11.35am**.

This unit will involve three hours per week of contact time, including lectures, class discussion time, and examination of primary sources from the period of the Reformation.

This unit is worth 4 credit points towards your course. 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 CH306/506.

Students are required to attend all lectures, complete any set pre-reading and complete any assessment task by the relevant due date.

Teaching staff

LECTURER & UNIT CO-ORDINATOR

Rev Dr Andrew Bain

Email: abain@qtc.edu.au

Please feel free to contact Andrew if you have any problems or concerns about the course.

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 Extension 2

E registrar@qtc.edu.au

Moodle functions and queries

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

P 07 3062 6939, extension 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, 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, extension 3

E library@qtc.edu.au

Unit timetable: topics & teaching and learning activities

	TOPIC	READINGS
WEEK 1	<ol style="list-style-type: none"> 1. Getting Started With the Reformation, Getting Started with Church History 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. Renaissance Humanism / Social & Economic Background to the Reformation 	<p>Lindberg Ch 2</p> <p>Bagchi & Steinmetz, Ch 1 (Chapter by Janz)</p>
WEEK 3	<ol style="list-style-type: none"> 1. CH Resources (Annette McGrath, Librarian) 2. Introducing Martin Luther 3. Reading Luther (see Luther docs on Moodle) 	Lindberg Ch 3
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>
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 	Lindberg Ch 10
WEEK 7	<ol style="list-style-type: none"> 1. Calvin's Theology 2. Calvin's Writings 	<p>McKim, CC to Calvin, Ch 3</p> <p>Bagchi & Steinmetz, Ch 10</p>
ESSAY WRITING WEEK: MONDAY 02 SEPTEMBER – FRIDAY 06 SEPTEMBER		

WEEK 8	<ol style="list-style-type: none"> 1. Reformation in England - Background 2. Reformation in England Phase 1: Henry VIII 3. Reformation in England Phase 2: Edward & Mary 	Lindberg Ch 13
WEEK 9	<ol style="list-style-type: none"> 1. Reformation in England, Phase 3: Elizabeth I 2. Elizabethan Anglicanism 3. The Netherlands 	<p>Lindberg Ch 13</p> <p>Lindberg Ch 12</p>
MID-SEMESTER BREAK: SATURDAY 21 SEPTEMBER – MONDAY 07 OCTOBER 2019		
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 	Lindberg Ch 14
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. England 1600-1660: An Overview 2. Who is Where? – The Wash-Up, place by place 3. The Reformation & Today 	

CH306 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 Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, 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, after which point the mark awarded shall be zero. Where the assessment is a **Take-Home Exam**, the assessment marks will be reduced at the rate of **6%** of the total possible marks for the assessment item **per calendar day**, up to 7 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within 10% of the required **word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p>Primary Document Assignment</p> <p>2000 words</p> <p>40% of final grade</p>	<p>According to John Calvin, how can human beings know God in a fallen world, and what alternative answers to this question does Calvin regard as problems in his context in the 16th Century? Discuss with reference to his <i>Institutes of the Christian Religion</i>, Book I, Chapters 1-14.</p>
<p>Take-Home Exam:</p> <p>2500 words</p> <p>60% 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>

CH506 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 Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, 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, after which point the mark awarded shall be zero. Where the assessment is a **Take-Home Exam**, the assessment marks will be reduced at the rate of **6%** of the total possible marks for the assessment item **per calendar day**, up to 7 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within 10% of the required **word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p>Primary Document Assignment</p> <p>2500 words</p> <p>40% of final grade</p>	<p>How did Calvin regard his views on the way in which we receive the grace of Christ as differing from those of the Papacy? Discuss with reference to his <i>Institutes of the Christian Religion</i>, Book III. Your essay should focus on Chapters 1-5, 11, 14, 16-18 within Book III.</p>
<p>Take-Home Exam:</p> <p>3000 words</p> <p>60% 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>

Guide to Assessments

Regarding the first assessment, on Calvin's *Institutes*, your focus should very much be on what Calvin writes, rather than on what scholars have written more recently about the *Institutes*. The main aim of the exercise is to encourage you to read and understand a major theologian of the Reformation period on an important theological topic. It is therefore not expected that you will consult a large number of resources beyond the *Institutes*, however, it would be wise to at least look at what some scholars have said about Calvin's *Institutes* to make sure that you are on the right track in your reading of him.

You will be marked primarily on how well you have understood and analyzed Calvin's work. Strong engagement with a small number of other scholars may improve your mark a little (and should be included on papers awarded HD or D grades), but your primary focus should be very much on Calvin's *Institutes* itself.

Your essay should show that you have accurately understood Calvin's thinking on the matter referred to in the question, and that you have followed the logic of his argument. You should take care to make sure that within the part of Calvin's *Institutes* referred to by the question, you focus on what the question asks you to write about (in the same sections, Calvin also writes about some other things, and goes up some side tracks here and there: you need to avoid becoming preoccupied with these matters which don't relate directly to the question). The relevant selections from Calvin are not brief, and so you will need to work out which sections of his work that the question refers to are most relevant to your answer, and in your essay give the greatest amount of time to these.

You should show some awareness of the historical context in which Calvin is writing about the matters he addresses. However this should not dominate your essay and you should not write heaps about this, but instead focus on what Calvin actually says and how he argues his point in relation to the question set.

Students should note that reading Calvin, especially for the first time, will take some time, especially the selections set for the CH506 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 Calvin assignment. 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 (even the longer-answer questions), 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. As is the case with a formal on-site exam, lecture notes and audio recordings of lectures should not ordinarily be footnoted or included in the bibliography of a Take-Home Exam.

Do note carefully the number of words required for each assessment item, depending on whether you are enrolled for CH306 or CH506. For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments*.

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*. Edited by J.T. McNeill. Translated by F.L. Battles. 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, 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: 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, CT: Yale University Press, 1981.
- Payton, J. R. *Getting the Reformation Wrong: Correcting Some Misunderstandings*. Downer's Grove, IL: IVP, 2010.
- Reeves, Michael. *The Unquenchable Flame: Discovering the Heart of the Reformation*. Nashville, TN: B&H, 2010
- Thompson, M., Bale, C., and Loane, E., eds. *Celebrating the Reformation: Its Continuing Legacy and Relevance*. London: Inter-Varsity, 2017.

2. Medieval Background

- Frank, I. W. *A History of the Mediaeval Church*. English ed. London: SCM, 1995.
- Evans, G. R. *The Medieval Theologians: An Introduction to Theology in the Medieval Period*. Cambridge: Cambridge University Press, 2000.
- Gregory, Brad S. *Salvation at Stake: Christian Martyrdom in Early Modern Europe*. Cambridge, MA: Harvard University Press, 2001.
- 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, CT: 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, MN: Fortress, 1981-1993.
- Luther, M. *Basic Theological Writings*. Edited by T. F. Lull. Minneapolis, MN: Augsburg Fortress, 1989.
- Luther, M. *Selections from His Writings*. Edited by John Dillenberger. New York: Random House, 1961.
- Luther, M. *The Bondage of the Will*. Translated by 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.

Roper, Lyndal. *Martin Luther: Renegade and Prophet*. Vintage: London, 2017.

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, Eng: 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, CT: 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: Hambledon and London, 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*, LCC. 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, NJ: 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, Melanchthon & Knox

Bromiley, G. W., ed. *Zwingli & Bullinger: Selected Translations with Introductions & Notes*. LCC. 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. *Melanchthon 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. *Melanchthon & 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, MI: Eerdmans, 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.

Wandel, L. P. *Voracious Idols and Violent Hands: Iconoclasm in Reformation Zurich, Strasbourg, and Basel*. Cambridge: Cambridge University Press, 1995.

Williams, G. H. and Angel M. Mergal, eds. *Spiritual and Anabaptist Writers*. LCC. Philadelphia, PA: Westminster, 1957.

Williams, G. H. *The Radical Reformation*. 3rd edition. Ann Arbor, MI: Sixteenth Century Journal Publishers, 1992.

11. The Catholic Reformation / Counter-Reformation / Jesuits

Birely, R. *The Refashioning of Catholicism, 1450-1700: A Reassessment of the Counter-Reformation*. Washington, D.C: Catholic University of America Press, 1999.

Comerford, K. M. & Pavel, H. eds. *Early Modern Catholicism: Essays in Honour of John W. O'Malley*. Toronto: University of Toronto Press, 2001.

Connelly, J. P. ed. *Jesuit Writings of the Early Modern Period*. Indianapolis, IN: Hackett, 2006.

Jones, M. D. W. *The Counter-Reformation: Religion & Society in Early-Modern Europe*. Cambridge: Cambridge University Press, 1995.

Miola, R. ed. *Early Modern Catholicism: An Anthology of Primary Sources*. Oxford: Oxford University Press, 2007.

Mullett, M. A. *The Catholic Reformation*. Oxford: Routledge, 1999.

Worcester, T., ed. *The Cambridge Companion to the Jesuits*. Cambridge: Cambridge University Press, 2008.

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